



Safe Routes to School

Curriculum and Event Handbook
for Elementary and Middle Schools



Safe Routes to School Curriculum and Event Handbook

Published July 2021 by the Texas Department of Transportation with funding from the Federal Highway Administration.

A PDF of this handbook is available for download at TexasSafeRoutesToSchool.org. The website also includes pedestrian and bicycle safety tips and downloadable information cards, posters, bookmarks, videos, and other materials to share with students and their families.

Note: This Safe Routes to School Curriculum Handbook was developed in Spring 2021. Circumstances related to COVID-19 may continue affecting the ways schools can operate, so please follow your school district policies as well as the guidance of local public health authorities and the CDC when considering any activity or event.

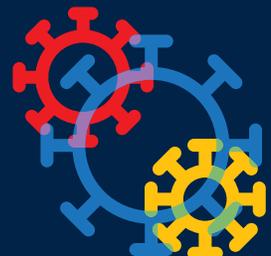


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Welcome!

Safe Routes to School Teaches Kids How to Walk and Bike Safely

Brought to you by the Texas Department of Transportation, the Safe Routes to School program gives students the education and encouragement they need to make walking or biking safely to school a part of their daily routine. Working together with families and educators, Safe Routes to School helps reduce traffic around school campuses and inspires students to embrace a healthy and active lifestyle.

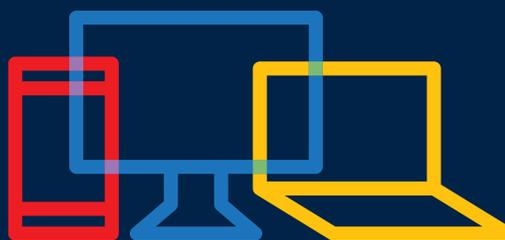
About This Handbook

Designed for Texas elementary and middle school educators, this handbook offers a wide range of resources for integrating pedestrian and bicycle safety into the classroom, schoolwide efforts, and the broader community.

- **Student Communications** provides suggestions on how to promote walking and biking safely to school in your morning announcements and throughout the campus.
- **Classroom Resources** features sample TEKS-aligned educational activities and safety communications.
- **Schoolwide Activities and Events** offers ideas and planning tips for

putting together a Bike Rodeo, Walking School Bus, and more.

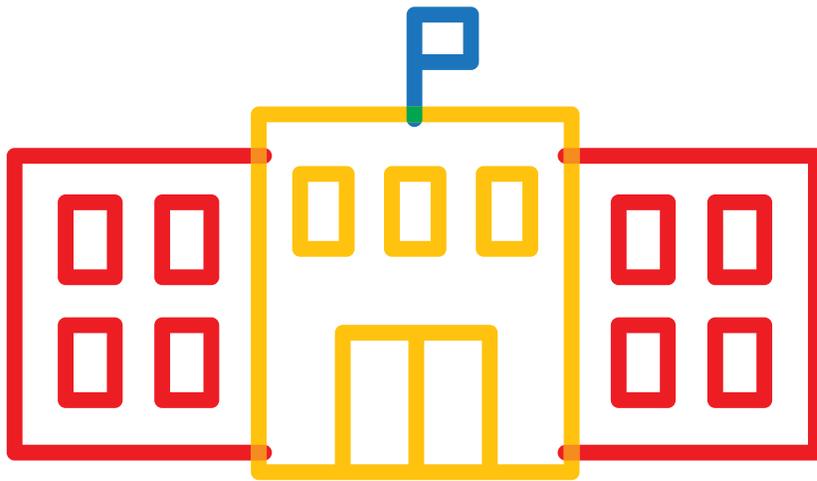
- **Information for Families** includes walk and bike safety content in a format that's designed to be shared with parents and caregivers.
- **Activity and Event Details** provides handouts, instructions, sample communications, and more to help make schoolwide safety efforts easier and more successful.



Visit

[TexasSafeRoutesToSchool.org](https://www.texas-safety.org/safe-routes-to-school)
to download:

- This Safe Routes to Schools Curriculum Handbook (PDF)
- A bilingual information card and poster
- Bookmarks
- Classroom activity sheets
- Educational videos
- And more!



Campus and Classroom Resources

Student Communications

Morning announcements and the overall atmosphere set the tone for students. By incorporating encouragement for walking and biking to school, as well as safety tips, your school can go a long way toward creating a healthy, active, and safe lifestyle for your students.

- **In the hallways:** Decorate with student-designed posters that promote walking and biking to school. You can also use these downloadable posters from TexasSafeRoutesToSchool.org.
- **In morning announcements:** Develop a schedule for regularly sharing Safe Routes to Schools information. For example, make

every Friday a “Walk and Bike Safe” day. When you are not promoting an organized schoolwide activity, you can use these opportunities to share pedestrian and bicycle safety tips—or simply to tout how much fun it is to walk or bike to school.

Sample Announcement 1

If you rode your bike to school today, did you wear your helmet? It’s one of the best ways to stay safe when riding on the road or sidewalk. And please, be sure to always obey all safety signs and traffic lights. Ride safe, <mascot name> students!



Download posters at TexasSafeRoutesToSchool.org.

Sample Announcement 2

How did you get to school today? If you walked, rolled, or rode your bike, you're part of something big! <insert school name> wants to encourage all <mascot name> students to stay active and walk or ride to school safely. Ask your teacher or stop by the office for a free walk safe/ bike safe info card or poster, available in English or Spanish. Have a great day!

Sample Announcement 3

When you're walking to and from school, please be sure to keep your phone or other devices in your pocket or backpack. Wearing headphones or earbuds, or simply looking at your phone, can distract you from paying attention to cars and other vehicles around you. And please, always cross at the corner or crosswalk. Walk safe, <mascot name> students!

Grade-Level Activities

Educators can play a tremendous role in preparing students to walk and bike safely—not just to and from school, but also throughout their communities. Safety knowledge and skills must be regularly reinforced and practiced as students grow and their worlds expand.

This section provides a wide range of sample activities designed to educate children about pedestrian and bicycle safety across multiple subjects

(Language Arts, Math, Art, Geography, and PE) and grade levels (K-2, 3-5, and 6-8). Each activity is aligned with one or more specific standards in the Texas Essential Knowledge and Skills, as indicated in the following charts.

Note: *This handbook and the printable activity sheets are available as PDFs to download at [TexasSafeRoutesToSchool.org](https://www.texas-safeschools.org). You can also make copies directly from this book.*

Grade Level: K-2	
Language Arts	
Activity 1	TEKS Supported: <i>Language Arts 110.2b 2; 110.3b 2B and 3D</i>
Pedestrian and bicycle safety puzzle	Printables: Crosswalk Picture Puzzle (Kinder)— pp. A03-A04 Walk and Bike Safe Word Search (Grades 1-2)— p. A05
Activity 2	TEKS Supported: <i>Language Arts 110.2b 2B and 2C; 110.3b 3</i>
Safety sign word matching activity	Printables: Stop Sign Word Match (Kinder)— p. A06 Safety Signs Word Match (Grades 1-2)— p. A07

Math

Activity 1 **TEKS Supported:** *Math 111.2b 2*

Walk and bike safe counting activity **Printable:**
Walk and Bike Safe Counting Activity—**p. A08**

Activity 2 **TEKS Supported:** *Math 111.2b 8A and 8B*

Walk and bike safe sorting activity **Printable:**
Walk and Bike Safe Sorting Game—**p. A09**

Art

Activity 1 **TEKS Supported:** *Art 117.102b 2A*

Safe choices coloring page **Printable:**
Make Safe Choices Coloring Page—**p. A10**

Activity 2 **TEKS Supported:** *Art 117.102b 2A*

Traffic signals coloring page **Printable:**
Traffic Signals Coloring Page—**p. A11**

Geography

Activity 1 **TEKS Supported:** *Social Studies 113.11b 3B*

Group map labeling activity **Activity Guidance:**
Using a printed or online map of the school campus and nearby streets, work with the class to find and label crosswalks, bike lanes, stop signs, school zone lights, and other traffic signs near the school. Ask students to describe how to reach the crosswalk from your specific classroom using left/right turn descriptors.

Activity 2 **TEKS Supported:** *Social Studies 113.11b 14D*

Route planning exercise **Activity Guidance:**
Using the provided printable or a simple map template, direct students to draw a safe route from their home to school (or to a friend's home or store if they live too far from school).

Printable:
My Safe Route—**p. A12**

PE/Gym

Activity 1

TEKS Supported: *PE 116.2b 7A and 7B*

Crosswalk practice activity

Activity Guidance:

Practice using crosswalks around the school properly.

Activity 2

TEKS Supported: *PE 116.2b 7A and 7B*

School bus safety practice activity

Activity Guidance:

Set up stations to practice safety rules for getting on and off a bus, emphasizing how to cross the street near a bus.

Getting on the bus safely

- Wait until the bus has come to a full and complete stop.
- Watch for the driver to signal that it's safe to board.
- Hold on to the handrail.
- Find a seat quickly.

Getting off the bus safely

- Wait until the bus has come to a full and complete stop.
- Move to the exit.
- Hold the handrail while exiting.
- Move 5 steps away from the school bus.
- If you drop something near the bus, tell the driver.
NEVER try to pick it up yourself!

Crossing the street safely near a bus

- Cross ONLY in front of the bus, never behind it.
- Stop at the outside edge of the school bus.
- Make eye contact with the driver and wait for the driver's sign that it's okay to cross.
- Look Left-Right-Left.
- Safely cross when there is no traffic or vehicles have stopped.
- Move around the crossbar (not over or under it).
- Keep your head up and walk straight.

Classroom Activity Sheets can be found in the Appendix.

Crosswalk Picture Puzzle (Page 2)

Name: _____ Date: _____

Paste the strips from Page 1 in the correct letter order. Then color your picture!

Safe Routes to School Kindergarten Activity

TEKS Supported: Language Arts 100.26.2

Printable: Crosswalk Picture Puzzle (Kinder)

Walk and Bike Safe Word Search

Name: _____ Date: _____

Find and circle the following safety words:

Stop Safe Ride
Look Walk Wait
Hear See Helmet

Safe Routes to School Grades 1-2 Activity

TEKS Supported: Language Arts 100.26.28 and 30

Printable: Walk and Bike Safe Word Search (Grades 1-2)

Stop Sign Word Match

Name: _____ Date: _____

Cut and paste the letters onto the sign.

Safe Routes to School Kindergarten Activity

TEKS Supported: Language Arts 100.26.28 and 2C

Printable: Stop Sign Word Match (Kinder)

Safety Signs Word Match

Name: _____ Date: _____

Draw a line from the pictures to the correct safety word.

Bike lane
Stop
Don't walk
Crosswalk
Walk
School zone

Safe Routes to School Grades 1-2 Activity

TEKS Supported: Language Arts 100.26.3

Printable: Safety Signs Word Match (Grades 1-2)

Walk and Bike Safe Counting Activity

Name: _____ Date: _____

Count the number of objects.

How Many? _____

Safe Routes to School K-2 Activity

TEKS Supported: Math 111.26.2

Printable: Walk and Bike Safe Counting Activity (K-2)

Walk and Bike Safe Sorting Game

Name: _____ Date: _____

Cut out each picture, then paste them into the correct group.

Walking	Biking	Safety Signs	Vehicles

Safe Routes to School K-2 Activity

TEKS Supported: Math 111.26.8A and 8B

Printable: Walk and Bike Safe Sorting Game (K-2)

Make Safe Choices Coloring Page

Name: _____ Date: _____

Color the pictures below. If you see a safe choice, circle it. If you see an unsafe choice, mark it with an X.

Safe Routes to School K-2 Activity

TEKS Supported: Art 107.0209.2A

Printable: Make Safe Choices When Walking or Biking (K-2)

Traffic Signals Coloring Page

Name: _____ Date: _____

When you come to a corner or intersection, look for these signals. Do you know what each one means? If you don't know, ask your teacher.

Safe Routes to School K-2 Activity

TEKS Supported: Art 107.0209.2A

Printable: Traffic Signals Coloring Page (K-2)

My Safe Route

Name: _____ Date: _____

In the space below, draw a map of your own safe route from your home to school, a friend's house, or the store. Be sure to include sidewalks, roads, traffic lights, stop signs, and crosswalks on the way.

Safe Routes to School K-2 Activity

TEKS Supported: Social Studies 113.17b.14D

Printable: My Safe Route (K-2)

Grade Level: 3-5

Language Arts

Activity 1 **TEKS Supported:** *Language Arts 110.5b 9D and 12B*

Informational text **Activity Guidance:**
Direct students to write an informational text about the route they use to get to school and their method of transportation.

Activity 2 **TEKS Supported:** *Language Arts 110.5b 3 and 4*

Fill in the blank activity **Printable:**
Walk and Bike to School Fill-In-the-Blank Safety Tips—[p. A13](#)

Math

Activity 1 **TEKS Supported:** *Math 111.6b 1B*

Crosswalk math activity **Activity Guidance:**
Ask students to count the number of crosswalks around the school, then calculate the number of steps it takes to cross them all.

Activity 2 **TEKS Supported:** *Math 111.6b 9A*

Poll-chart activity **Activity Guidance:**
Instruct students to poll friends about how they get to school, then combine the data to create a chart showing which are the most common modes of transportation.

Art

Activity 1 **TEKS Supported:** *Art 117.111b 2C*

Poster design/ coloring activity **Activity Guidance:**
Ask students to design or color posters promoting safe walking or biking behaviors such as using crosswalks, riding on the correct side of the road, or wearing a helmet.

Activity 2 **TEKS Supported:** *Art 117.111b 2C*

Art contest **Activity Guidance:**
Ask students to design a bike safety helmet, then conduct a contest at the class- or grade-wide level to select the best entry.

Geography

Activity 1 **TEKS Supported:** *Social Studies 113.14b 15E*

Mapping activity **Activity Guidance:**

Instruct students to use Google or another online mapping tool to find and print a map of the area around the school. Using this map, ask students to put road signs, traffic signals, and safety signs in their proper place.

Activity 2 **TEKS Supported:** *Social Studies 113.14b 14C*

Route planning activity **Activity Guidance:**

Instruct students to use Google or another online mapping tool to find and print a map of the area around the school. Using this map, ask students to identify and highlight their safest route from home to school (or from a nearby location if students live too far away). As a group, discuss some of the walking or biking safety concerns along their route and brainstorm solutions.

PE/Gym

Activity 1 **TEKS Supported:** *PE 116.5b 7A*

Walk signal practice game **Activity Guidance:**

Play Walk Sign Red Light/Green Light (see instructions in the Walk-the-Block Carnival Details section on [p. 74](#)).

Activity 2**TEKS Supported:** *PE 116.5b 7A***School bus safety practice activity****Activity Guidance:**

Use chairs, along with cones or beanbags, to create an approximate school bus interior layout. Use a yardstick to represent the cross bar. Practice safety rules for getting on and off a bus and crossing streets, with an emphasis on the dangers of vehicles ignoring bus stop signals.

Getting on the bus safely

- Wait until the bus has come to a full and complete stop.
- Watch for the driver to signal that it's safe to board.
- Hold on to the handrail.
- Find a seat quickly.

Getting off the bus safely

- Wait until the bus has come to a full and complete stop.
- Move to the exit.
- Hold the handrail while exiting.
- Move 5 steps away from the school bus.
- If you drop something near the bus, tell the driver. NEVER try to pick it up yourself!

Crossing the street safely near a bus

- Cross ONLY in front of the bus, never behind it.
- Stop at the outside edge of the school bus.
- Make eye contact with the driver and wait for the driver's sign that it's okay to cross.
- Look Left-Right-Left.
- Safely cross when there is no traffic or vehicles have stopped. Remember that drivers do not always obey stop signs and red lights on a bus, so make eye contact with drivers to be sure they see you.
- Move around the crossbar (not over or under it).
- Keep your head up and walk straight.

Classroom Activity Sheets can be found in the Appendix.

Fill-In-the-Blank Safety Tips

Name: _____ Date: _____

Complete the paragraph below by writing in the correct vocabulary word.

Vocabulary words:

pedestrians	sidewalk	driveway
crosswalk	intersection	traffic
bicycle	helmet	bike light
cyclists	hand signals	

How do you get to school? If you can, try walking, rolling, or riding your _____. People who walk to school are called _____. People who ride a bike are called _____.

When you are walking or rolling to school, you should use the _____ if there is one. Be careful when you approach a _____, because drivers may not see you when they are backing out or turning in to park. When you come to a corner or _____, look Left-Right-Left before you cross. Whenever possible, use the _____. It's the safest place to cross, because drivers know to look for people walking there.

If you are riding your bike to school, always wear a _____. Ride to the right side of the street, moving with _____. If you have to make a turn, be sure to use your _____. When it is dark or cloudy outside, use your _____ so you can see the road and so drivers can see you.

Safe Routes to School Grades 3-5 Activity

TEKS Supported: Language Arts 110.5b 3 and 4

Printable: Walk and Bike to School Fill-In-the-Blank Safety Tips (Grades 3-5)

Grade Level: 6–8

Language Arts

Activity 1 **TEKS Supported:** *Language Arts 110.22b 11*

Persuasive essay **Activity Guidance:**
Direct students to write a persuasive essay encouraging their peers to walk or bike to school and providing tips for walking or biking safely. Consider coordinating this activity with Walk to School or Bike to School Day.

Activity 2 **TEKS Supported:** *Language Arts 110.22b 11 and 12*

Research and evaluation essay **Activity Guidance:**
Ask students to research one mode of transportation for getting to school (walk, bike, scooter, skateboard, vehicle), then write an essay about the pros and cons of that mode and how to improve safety.

Math

Activity 1 **TEKS Supported:** *Math 111.26b 12C and 12D*

Mean and median activity **Activity Guidance:**
Instruct students to log their time and distance traveled to and from school, as well as the transportation mode, for one week. As a group, ask the class to combine everyone’s data. Then work together to determine the mean and median speeds for various forms of transportation: walking, biking, riding the bus, riding in a private vehicle, or other.

Activity 2 **TEKS Supported:** *Math 111.26b 12D*

Percentage calculation and graphing/plotting activity **Activity Guidance:**
Ask students to log how long it takes for them to walk and/or bike to school, or estimate it based on average traveling speeds. Then instruct students to calculate the percentage of their daily activity time that is spent on active transportation to school. Finally, ask students to calculate the percentage of their total day spent on getting to and from school. Results should be displayed in a circle graph or box plot.

Art

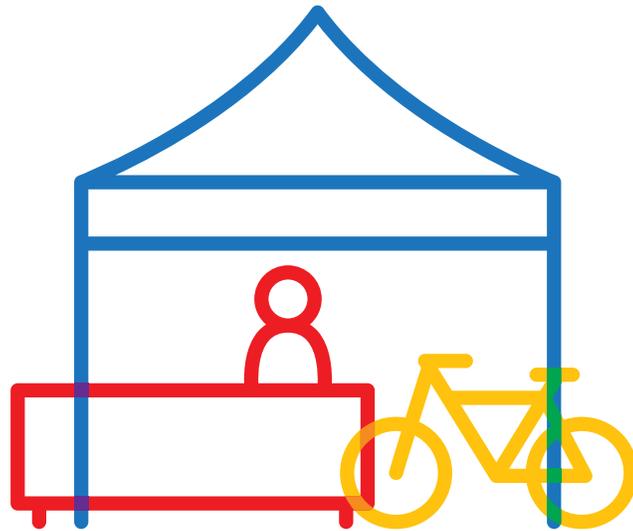
Activity 1	TEKS Supported: <i>Art 117.202c 2</i>
Poster design activity	Activity Guidance: Instruct students to design a poster promoting the school’s bike rodeo event, walking school bus, or other walk or bike safe activity.
Activity 2	TEKS Supported: <i>Art 117.202c 2C</i>
Multimedia design activity	Activity Guidance: Ask students to design a multimedia presentation promoting the benefits of walking or biking to school.

Geography

Activity 1	TEKS Supported: <i>Social Studies 113.18b 22</i>
Mapping and route planning activity	Activity Guidance: Using a printed or online map of the neighborhood around the school, ask students to determine and highlight the safest routes for various modes of transportation, including walking or biking to school. Discuss why some routes are safer due to crosswalks, road signs, bike lanes, or other reasons.
Activity 2	TEKS Supported: <i>Social Studies 113.18b 19B and 19C</i>
Mapping and community planning activity	Activity Guidance: Using a printed map of their own neighborhood, direct students to plot existing road signs, bike lanes, and crosswalks. Then ask students to plot some proposed changes that would make the neighborhood safer for walkers or cyclists.

PE/Gym

Activity	TEKS Supported: <i>PE 116.22b 3A, 3B, and 3C</i>
Mileage challenge activity	Activity Guidance: Create a walk or bike to school challenge that promotes the physical benefits of integrating exercise into the daily routine. (For a sample mileage tracking sheet, please see the Get Up and Goal! Printable on p. A17.)



Schoolwide Activities and Events



Schoolwide Activities and Events

Involving the entire school community in a fun activity or event is a great way to encourage students to walk or bike to school, reinforce the classroom activities we covered on [pp. 5-14](#), and provide a supportive environment in which kids can practice what they've learned.

This section provides general information for ongoing programs such as a Walking School Bus or Bike Train, as well as two large-scale events—the Walk-the-Block Carnival and Bike Rodeo. It also includes information on holding a Group Walk or Ride, Off-Road Bike Rally, and Get Up and Goal! Mileage Challenge.

At the end of this section, you'll find 5 Core Steps to Planning Success as a practical guide for any event or activity.

Key Dates for Pedestrian and Bicycle Safety

October:

National Pedestrian Safety Month

First Wednesday of October:

International Walk to School Day

May:

Bicycle Safety Month

First Wednesday of May:

National Bike to School Day

If it works with your school's schedule and your planning capabilities, consider holding one or more schoolwide activities or events around these dates. Students enjoy feeling like they're part of a larger movement. Plus, tying into these official celebrations may help you boost community awareness and attention.

Schools are free to celebrate these months and official dates in whatever ways work for their communities. Your plans could include one or more of the following:

- Holding a Walk-the-Block Carnival in October and a Bike Rodeo in May.
- Planning a larger group activity such as a Walking School Bus, Bike Train, Safety Parade, or Group Bike Ride on the official celebration dates.
- Inviting all students to wear school colors as they walk or bike to school and rewarding them with prizes, snacks, and drinks. (Consider asking local officials, media personalities, firefighters, or police officers to act as greeters.)

To register your event for Walk or Bike to School Day, visit walkbiketoschool.org.

Activity/Event Inclusion for Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), children with disabilities have the legal right to full access to school-based programs that their peers without disabilities enjoy.

According to *The Discover Inclusive Safe Routes to School Guidebook*, “Children with disabilities should be given the opportunity to participate in the same programs as all other students and to compete with peers on a level playing field for the same rewards.”

Including all students helps foster prosocial behavior and supports emotional well-being across the entire school community. Furthermore, the ability to walk and bicycle safely directly affects the long-term independence and self-reliance of many individuals with disabilities; for example, those who may not ultimately be able to drive a car. This makes their inclusion in Safe Routes to School events and activities all the more important.



As *The Discover Inclusive Safe Routes to School Guidebook* notes, schools are federally required to

make reasonable accommodations to help children succeed. For various activities and events, your students may need accommodations in a variety of functional areas, including mobility or movement, communication, social and emotional interaction, and learning/cognition. These accommodations may be as simple as allowing extra time to complete an activity or ensuring the presence of adults who are trained to support students with disabilities.

An activity enrollment form may be required for students who have an individualized education program (IEP), which will help ensure that any need for accommodations can be anticipated and addressed.

For more information on inclusivity at Safe Routes to School activities and events, please consult:

The Discover Inclusive Safe Routes to School Guidebook,
National Center on Physical Activity and Disability

nchpad.org/1230/5883/Safe-Routes-to-School

Engaging Students with Disabilities in Safe Routes to School,
Safe Routes to School National Partnership

saferoutespartnership.org/resources/fact-sheet/engaging-students-disabilities-safe-routes

Inclusion of Children with Disabilities, Safe Routes to School New Jersey

saferoutesnj.org/inclusion-of-children-with-disabilities-in-safe-routes-to-school/



Walking School Bus and Bike Train

One of the best ways to help kids get and stay active is to organize groups that travel by “people power” to and from school. These groups can provide a sense of camaraderie and support for young students developing their walking and biking safety skills. They also play a role in making the environment surrounding the school safer.

Led by adult volunteers, a **Walking School Bus** is a group of student walkers and students who use wheelchairs or other mobility aids that departs at a set location, follows a specific route to school, and arrives at a set location on campus. Depending on the distance traveled, there may be designated stops along the way where additional students can join the group. The Bus travels in the opposite direction after school.

Similarly, a **Bike Train** involves a group of bicyclists accompanied by at least two adults—the “engineer” and the “caboose”—who ride to and from school together. There may be designated stops along the way where additional riders can join. Bike Trains are generally better suited for older students who are experienced cyclists.

Both groups offer flexibility to suit your unique needs, goals, and circumstances. A Walking School Bus or Bike Train can be a one-time event to kick off

the school year or a program that runs through both semesters. The Bus or Train can operate every day or only designated days. You may have a Bus in one nearby neighborhood and a Train in another. It all depends on the level of interest and volunteer availability in your school community as well as the safety and traffic patterns around your school.

For more information, please see the Walking School Bus and Bike Train Details on [p. 54](#).

Note: Students who live too far from school to bike, roll, or walk the entire way may still be able to participate in a Walking School Bus or Bike Train. If parental transportation is available, these students can meet the group at the starting point or a designated stop along the way.

Skill-Building Events: Walk-the-Block Carnival and Bike Rodeo

Once a year, it's a good idea to focus on teaching and practicing the basics of walking and biking safely to and from school. Depending on the needs and preferences of your school community, you may want to hold the Walk-the-Block Carnival and Bike Rodeo separately, combine them into a single event, or choose just one event to host.

The **Walk-the-Block Carnival** is a noncompetitive celebration featuring a series of games designed to teach basic pedestrian safety skills and allow students and parents to practice together and have fun.

For more information, please see the Walk-the-Block Carnival Details on [p. 58](#).

The **Bike Rodeo** is a noncompetitive clinic combining safety education stations and equipment-check booths with active bicycle-riding courses that provide a fun, supportive environment in which to practice cycling skills.

For more information, please see the Bike Rodeo Details on [p. 86](#).



More Activities and Events

Sprinkle one or more of these events and activities throughout the year to help keep students' skills fresh and enthusiasm high. You can also combine them with other events and activities such as a Bike Rodeo, a National Walk to School Day celebration, your school's Field Day, or an annual school picnic.

Group Walk or Ride

The idea here is to organize a group activity along a short-to-moderate route, using low-traffic streets and making mostly right-hand turns. Student participants are supervised by parents or caregivers who are Safe Routes to School Champions (described on [pp. 37–38](#)). To make it a parade, encourage students to make signs and banners, safely decorate bicycles or wheelchairs, wear school colors or costumes, and/or decorate the route ahead of time using sidewalk chalk. You might even invite the middle or high school mascot, cheerleaders, or drum line to join in.

Adult volunteers are needed to provide supervision at the front and rear of the group, as well as spaced throughout the middle. You'll also need a police officer if your route requires traffic control.

For more information, please see the Group Walk or Ride Details on [p. 114](#).

Off-Road Bike Rally

While on-street practice is the best way to perfect bicycle safety skills, an Off-Road Bike Rally is an option for areas where that's not as feasible. (You can also hold a Rally just for fun.) Participants practice technical bike handling skills in a "race" environment, with parents and friends cheering them on. The youngest riders complete one loop while the oldest kids complete multiples. All participants could get a sticker or other small prize to celebrate their efforts.

For more information, please see the Off-Road Bike Rally Details on [p. 118](#).

Get Up and Goal! Movement Challenge

Students set a goal for walking, rolling, and/or biking to school each semester and then work toward it. Participants check in with a designated staff member or parent volunteer on days they have biked or walked in order to get credit for their effort. The goals can vary by grade, semester, or even student and can range from weekly mileage or trips to a "pile of miles" total for the entire semester. Students who reach their goal are eligible for a prize or other recognition of achievement.

For a Get Up and Goal! sample mileage tracker, please see [p. A17](#).

5 Core Steps to Planning Success

Every schoolwide activity or event is different, but there are common steps you can follow to keep everything and everybody on track toward a successful and fun experience.

- 1. Choose your event(s).**
- 2. Build a core team.**
- 3. Create a planning timeline.**
- 4. Involve partners and the community.**
- 5. Promote your event.**

Remember: Relax and have fun!

Planning an event can sometimes feel stressful. So keep in mind that you'll succeed by simply giving kids the chance to practice their walking and biking safety skills. Do the best you can, address unexpected issues as quickly as possible, and hang on to your sense of humor.

Everyone will do their best work in a relaxed environment where all are welcome and honest efforts are appreciated.

Step 1: Choose One or More Activities or Events

As you consider how to incorporate Safe Routes to School activities and events into your school year, it's a good idea to weigh your options based on:

- The amount of interest among students, parents, school staff, and the general population.
- Volunteer engagement levels at your school.
- Other community priorities that might affect the availability of volunteers and school leadership.

The suggested activities and events in this handbook range from quite simple to relatively complex undertakings, although some larger events can be scaled down to be more manageable.

If this is your first year implementing a Safe Routes to School program, it may be a good idea to start with a small or scaled-down event and grow from there. Some schools may want to bookend the year with two events: one to teach and practice skills, and another to celebrate achievements.

Step 2: Build a Core Team

Every successful activity or event, large or small, starts with a dedicated team. Depending on the size and scope of your plan for the year, you may be able to create a single Safe Routes to School

Activities and Events team to handle everything—or you may opt to have dedicated teams for larger events such as a Bike Rodeo.

Here are some roles to consider as you build your team.

Role	Primary Responsibilities
Activity or Event Chair	Keeping in touch with other team members, obtaining necessary permission(s) to hold the event, assigning tasks as needed, coordinating with volunteers, and following up on the event.
Treasurer/Finance Chair	Creating a budget and developing a plan for financing the event.
School Engagement Coordinator	Promoting the event to the school community; managing the distribution of flyers, pledge sheets, permission slips, and other materials; and engaging classroom teachers to help build awareness and excitement.
Logistics Coordinator	Making sure supplies such as tables, coolers, and signs are delivered; setting up the event; and cleaning up afterwards.
Volunteer Coordinator	Enlisting and coordinating volunteers before, during, and after the event.
Public Promotion Lead	Creating, posting, and distributing promotional emails, social media posts, flyers, posters, and other materials.
Community Partnership Coordinator	Reaching out to businesses and organizations for assistance with financial, material, and volunteer support; coordinating with law enforcement as necessary.
IEP Team Coordinator	Working with the school’s IEP team to ensure the appropriate accommodations are available; potentially coordinating with local disability organizations and nonprofits to secure assistance with planning and implementation.
Safety Coordinator	Developing and communicating a safety plan regarding unexpected accidents or illnesses, including whom to contact and when and how to fill out an Incident Report Form (see pp. A19–A20); ensuring the availability of first aid materials as appropriate to the activity or event; and coordinating with the school safety officer and/or nursing staff as needed.

Step 3: Create a Planning Timeline

As you begin to move ahead, create a rough timeline that breaks down important decisions and tasks, assigns responsibilities, and helps guide your progress.

Key considerations include:

- Choosing a date and time that works around existing school events and holidays, as well as typical weather patterns.
- Planning enough lead time for securing permissions for any activity or event held on school grounds.
- Developing a financing plan and securing funds ahead of expected expenses, such as safety cones for marking activity stations, water and snacks, and any necessary signage or print materials the school cannot supply.
- Contacting and engaging with potential sponsors and community partners.
- Meeting with the core team as well as volunteers and other smaller teams.
- Gathering supplies and other materials such as instructions and prizes.
- Preparing promotional materials 2-4 weeks ahead of the event.

- Following up with school administration, sponsors, partners, and volunteers after the event.

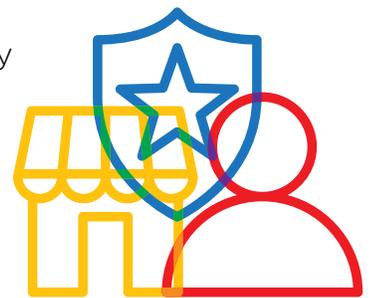
While your timeline must be somewhat flexible, organization is easier if you have a general sense of dates and deadlines. As you proceed, you can revise and add detail to your timeline to help keep everyone on track.

Step 4: Involve Partners and the Community

Try to build a diverse coalition of support by reaching out to a wide range of groups and organizations, especially if you're planning a larger event.

Groups and organizations to consider for outreach:

- Parent-teacher organizations and associations
- Public safety/law enforcement
- Other government agencies and departments
 - TxDOT Traffic Safety Specialists
 - Fire and EMS
 - Health and Human Services
 - County Extension Offices
 - Parks and Recreation
 - Public libraries



- Hospitals and local physician groups
- Local business organizations, such as your Chamber of Commerce
- Community safety groups
 - Neighborhood watch groups
 - Injury prevention/safe kids coalitions
- Service and youth organizations
 - Scouting and youth development organizations
 - Boys & Girls Clubs of America
 - Service clubs such as Rotary International, Optimist Clubs, Lions Club
 - Church, temple, and mosque organizations
 - Running, walking, and bicycle clubs
- Local businesses
 - Grocery stores
 - Restaurants and coffee shops
 - Bicycle or sporting goods shops
 - Health-related services
 - Local gyms

Connecting with Law Enforcement and Safety Advocates

Reach out to your nearest police precinct or Texas Department of Public

Safety office early in the planning process, especially if your event will involve on-street activity. Officers may be available to help provide safety information to your students and their parents. They can also assist with:

- Route planning. Officers will know the surfaces, traffic patterns, and hazards on the roads you want to walk and ride.
- Traffic control. Only uniformed officers can perform a traffic-control function. They can also assist with difficult transition points in your route.
- Controlling the hazards of a start. Officers can precede the first riders and can stop and/or alert cross traffic.
- Emergency assistance. Experienced officers will have the skills and expertise to handle any emergency situations that might occur.

Connecting with Local Business Sponsors

Local businesses are often happy to contribute to school events in exchange for recognition as a sponsor on event signs or flyers, in social media posts or school newsletters, and on other collateral.

There are two kinds of donations: cash or in-kind (an item that the business sells or a service it provides). Businesses may be more likely to offer in-kind donations,

which can also be quite valuable. For example, a local restaurant or store might sign on to provide snacks, water bottles, or a gift certificate to use as a prize.

Helpful hints for soliciting sponsorships:

- If you call or stop by in person, ask to speak with the owner or manager—most likely they’re the only ones who can approve a donation. If either is unavailable, leave a message but make sure to follow up later. Your message could easily get lost or misdirected.
- If you decide to reach out via email or social media, try to find the direct contact information for the owner or manager. If you don’t receive a response, follow up with a phone call or a second message. Depending on the size of the business, emails and social media accounts may not be actively monitored.
- If the business is unable to help, ask if they can connect you with another business that might be interested.
- Ask for permission to put up an event flyer or poster at their business (where appropriate).
- Don’t forget to ask if they’ll spread the word among their employees. You might find some willing volunteers.

Connecting with Champions

Encourage parents and school employees to serve as Safe Routes to School Champions—advocates who motivate children to participate in any and all walk- and bike-safe activities. Include these Champions on all updates throughout your planning process and let them know they’re welcome to join your planning meetings at any time. Often, their one-to-one involvement with students is the most powerful way to convince kids that walking and biking to school is both doable and enjoyable.

Connecting with Volunteers

Your school community is likely to be your best source of volunteers, although parents and teachers do get tapped frequently for various school events. Your next best bet will be community safety groups, local service and youth organizations, and running or biking clubs in your area. Create a “Call for Volunteers” email, newsletter, and social media blurb to reach out to school community members and other groups. (See *Secret to Success: Pitch Preparation* on **p. 30** for important information to include.)

Because activities and events depend on many helping hands, your volunteer coordinator has a number of very important planning tasks:

- Creating a rough estimate of the number of people needed for various tasks before, during, and after your event.



- Recruiting enough volunteers for each task, plus additional people who can fill in for those who need a break or didn't show up, or to simply provide extra help.
- Assigning volunteers to various task-specific teams ASAP. For large events, designate a volunteer to watch for bottlenecks and to direct kids to different stations.
- Creating instructions, time frame, and expectations for each team.
- Checking in periodically and updating teams if anything in the overall plan changes.
- One week out from the event, confirming availability and participation with each volunteer.
- Briefing everyone on the event safety plan, location of the first aid kit, and what to do in an emergency situation.
- On the day of the event, ensuring volunteers have plenty of water, sunscreen, and breaks, and that relief volunteers can fill in as needed.

Secret to Success: Pitch Preparation

Anytime you're asking for help with your event—whether you're communicating with an individual or an organization—think of it as a proposal or business pitch. Preparing what you want to say ahead of time will help you communicate more clearly and help stave off any nervousness. Create an outline of your pitch with short explanations you can easily memorize, use in a conversation, and incorporate into emails and other written requests, including:

- What the activity or event is.
- Who is planning and hosting it.
- Why the activity or event is important.
- When and where it will take place.
- How potential partners, sponsors, and/or volunteers can help.
- What's in it for them. Benefits might include listing their name as a sponsor on public-facing materials, providing verified community-service hours for club members, or offering product sampling.

These last two should be tailored to each person or organization you contact.

For example:

What/who:	Bluebonnet Elementary Walk-the-Block Carnival and Bike Rodeo
Why:	To teach critical safety skills and get more kids active on the way to school
When/where:	On school grounds, October 7
How can X help?	(Local bike shop) Provide tools and the services of one or two bike mechanics to run our inspection and minor repair station.
What's in it for them?	Large banner on school grounds for one week with your logo and message. Logo and/or name on all event materials. Opportunity for local media appearances.

It's a good idea to write your pitch and solicit feedback from key members of your team. Once you're happy with it, practice it aloud before a call or face-to-face visit.

For more on messaging, please see Step 5, *Promote Your Activity or Event*, as well as the sample promotions under Activity and Event Details.

Step 5: Promote Your Activity or Event

This last step is all about making sure families and staff have the right information about your activity or event, creating anticipation and excitement, and sending reminders as the big day approaches.

Promotional Graphics

A well-designed logo or graphic can help make posters and other highly visual materials more eye-catching as well as consistent. Within your school community, someone may know (or be) a designer with ties to your school or an interest in cycling or pedestrian safety. An interested professional may be willing to create a simple design for free (pro-bono), at an affordable rate, or in exchange for sponsor recognition.

Some schools choose to hold a student design contest, instead of securing professional help. Keep in mind that the creative skills of young children can be tough to reproduce successfully across many different forms of media such as flyers, t-shirts, and digital materials.

You don't necessarily need a logo or graphic to successfully promote your activity or event. Just make sure you use the same typeface and color scheme consistently and focus on strong written and verbal communications.

Types of Activity and Event Communications				
Message Type	Timing	Purpose	Must Include	Where to Use
Save the Date	As soon as official date is selected or at the start of the semester	To announce the activity or event and provide basic calendar information	Name of activity or event Date and time Location	In-school announcements and student portal Posters and bulletin boards Parent portal, emails, and newsletters Social media and school reminder apps PTA communications
Intro/ Announcement	2-6 weeks ahead (more lead time for larger events)	To provide simple details to start building excitement	A few specifics on what to expect at the activity or event Date and time Location	School assembly, student portal, and morning announcements Parent portal, emails, and newsletters Social media PTA communications
Updates and Reminders	As needed	To share any information changes and remind participants and families of upcoming dates or deadlines	Keep these as short as possible to avoid overwhelm	Student portal and in-school announcements Parent portal, emails, and newsletters Social media and school reminder apps
Detailed Information	Within 2 weeks of the event	To make sure families are fully informed and prepared for the activity or event	Schedule and instructions Necessary paperwork, such as release forms	Take-home packets Informational email to parents and caregivers

Depending on your unique school population, you may have to reach out directly to encourage participation among students with disabilities. Work with your IEP team and any on-campus special education professionals to make sure all students and parents are aware of the activity or event and feel welcome to participate. This may include specially designed posters, alternative information formats, and other forms of outreach.

Most schools in Texas are familiar with the need to communicate with families in both English and Spanish. If other

languages are prevalent in your school, such as Vietnamese and Chinese, it's worth investing in translating materials so all students and families are included.

Planning Ahead for After the Activity or Event

You may realize larger activities and events don't end when the last student heads home. Post-event cleanup and follow-up are absolutely crucial and should be accounted for in your planning process.

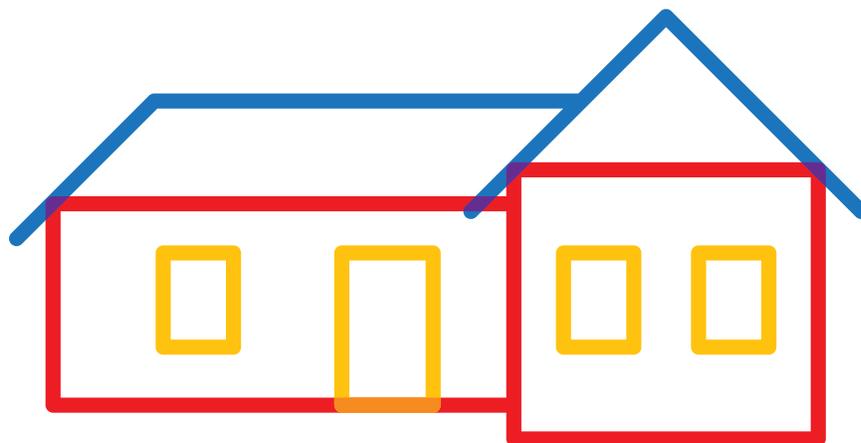
Secret to Success: Keep People Comfortable

Whether your activity or event is large or small, you can take simple steps to create a comfortable and enjoyable experience for kids and their parents. Here are some tips and suggestions:

- Use bold signs to clearly label the Registration/Check-In area, water/snack tables, and activity areas. This helps prevent confusion and frustration.
- This being Texas, all of your attendees will need plenty of water, sunscreen, and, potentially, a shaded area to get out of the sun. You may need multiple water stations. Encourage everyone to stay hydrated.
- If your school has a large student population, you may expect longer wait times for activities. Planned secondary activities such as coloring pages and playground games can help engage participants who are waiting. (They can also be useful for entertaining younger siblings who have tagged along.)
- Plan strategies for redirecting students who become disruptive. You may need to ask your school administrators for help—*how are in-school disruptions handled?*

Although you can't anticipate every want or need, every effort made to help attendees stay relaxed and comfortable will be noticed and appreciated.

- Maintain a master list with contact information for everyone who contributes in any way. Keep a copy at the registration table, with space for collecting contact information for new volunteers or people and organizations you might have missed.
- Create a process for returning tables or other borrowed items in a timely fashion.
- Set deadlines and responsibilities for personally thanking everyone who helped. It's best to send handwritten notes to donors, sponsors, school officials and teachers, and all volunteers who made substantial contributions. Everyone who helped in any capacity should at least receive an email thanking them for their time.
- Decide how and when to collect participant feedback, photos, and/or video. Email is fine. This gives you an opportunity to notify families about future events and activities and invite them to help with planning for next year.
- Make a special effort to collect feedback from students with IEPs, their parents, and the IEP team. This will help you understand what worked well for different individuals and what needs improvement, so you can plan for next year.
- Collect interesting stories and images for potential sharing on your school website, blog, social media, or newsletter. Obtain consent from the appropriate parent or caregiver—as well as from school administrators—specifying what you want to use and how you want to use it.
- Hold a recap meeting with the planning team and key school personnel. Discuss lessons learned: what went well, what didn't go well, and what could be done differently in the future. Try to capture as much detailed feedback as possible.
- Collect all materials, contacts, planning documents, and feedback and save them for future planning. This is especially important for electronic files such as logos, templates, and images. Keep a record of where and how everything is archived, and make sure the school administration and other relevant stakeholders have access for the future. Three years from now, your entire planning team may have changed over, so you want to make sure all materials and knowledge are captured now.
- Set a date for your next activity or event, or for next year's planning meeting.



Information for Families



Information for Families

Walking and biking are healthy ways for kids to get to school. Encouragement from teachers, administrators, counselors, coaches, and other trusted sources may help convince parents and caregivers to consider allowing their children to walk or bike to school.

The start of the school year is the perfect time to promote the benefits of walking and biking to school, and to encourage parents and caregivers to become Safe Routes to School Champions. Year-round, you can share safety tips, encouragement, and the latest activity or event information in take-home flyers, weekly school newsletters, and social media posts.

Families will also need guidance on how to teach their kids to walk or bike safely. The rest of this section is designed to help your school provide support and instructions for parents and caregivers. Topics include:

- Becoming a Safe Routes to School Champion
- Walking and Bicycling to School: Is My Child Old Enough?
- 4 Important Jobs for Parents and Caregivers
- Safety Skills Practice Information for Parents and Caregivers
- School Zone Safety Tips for Drivers

Under each topic, you'll find modular message content you can share with families, along with suggestions for the best ways to share it. Spanish translations can be found in the Appendix.

Download a PDF of this handbook at TexasSafeRoutesToSchool.org, then copy and paste message content for your own use. You can also make copies directly from this book.

Becoming a Safe Routes to School Champion

Enlist parent and caregiver support for your school's Safe Routes efforts by incorporating the message content below via email, in your newsletter, on social media, or through a take-home "invitation" flyer.

Message Content: Champions

Parents and Caregivers: Be a Safe Routes to School Champion!

Here are some ways you can help encourage walking and bicycling to school in our community:

- Make sure each child knows Texas pedestrian and bicycle safety laws and has practiced their safety skills. If you need more information and helpful hints for family practice, please contact the office.
- Volunteer to help with upcoming activities such as <insert event

or activity name>. You can get involved in planning, be part of a specific team such as registration or sign painting, or simply agree to help out as needed.

- Help organize a Walking School Bus in your neighborhood to lead a group of kids walking to school. Please contact <name and email> if you're interested in recruiting families to participate in this great way to get kids active!



- Share your thoughts on the importance of walking or bicycling to school via social media. Or consider writing a post for our school newsletter!

Readiness Information for Parents and Caregivers

Before school starts or in the first few weeks, share the following information with families as a newsletter article, email attachment, or take-home flyer. You could also break up the key considerations into an extended social media post, such as an Instagram slideshow or multi-image post on Facebook.

Message Content: Readiness

Walking and Bicycling to School: Is My Child Old Enough?

Children under the age of 10 generally need adult supervision when walking, bicycling, skating, or using any other form of self-powered transportation. However, children can and do mature at different rates.

What Does “Ready” Mean? Things to Consider

Physical size and ability	Does your child have the stamina to walk or bike the entire distance? Are their biking skills strong enough?
Vision	Most children can clearly see what’s right in front of them, sometimes with the help of glasses. Younger children may not yet be able to clearly see what’s to their sides and around the edges of their field of vision. Movement makes this even harder. Some children may not, for example, fully see a bicyclist riding past them on one side.
Hearing	Adults use their ears to help them notice oncoming vehicles, understand how far away those vehicles are, and judge how fast they’re moving. Children often have trouble with this type of thing. They may hear a car coming but look for it in the wrong direction.
Reasoning	Until they’re about 8, many children don’t have a realistic sense of danger. Some children mix up fantasy with reality. They perceive certain cars as “friends” or think they can outrun them. Even older children may have trouble recognizing danger and understanding the real risk. For example, simply because they can see the driver’s car, children may assume that every driver can see them.
Emotional maturity	Children are often restless and eager to go, which makes it hard to stop and wait for traffic. Many children tend to follow whatever their friends do, which can put them at risk. And most children focus on whatever is most interesting to them. An ice cream truck may take their attention from another approaching vehicle.

As you’re thinking about your child’s readiness, you may want to go for a walk or bike ride together so you can see what they do and ask questions about their understanding in a real-world setting.

consistently smart decisions about danger and risk. Until that time, bicycling should be limited to sidewalks, parks, and bike paths.

Can my child bike on the sidewalk?

Texas state law allows bicyclists to ride on sidewalks, except when prohibited by local government ordinances. In most instances, a child is ready to ride on the street when they can show a high level of bicycling skill and traffic awareness, and when they have the ability to make

More Detailed Information: 4 Important Jobs for Parents and Caregivers

Consider using this longer-form information to create a presentation for a parent-teacher organization meeting or Back-to-School Night. You might also want to break the content into a series of four or more emails and social media posts for the month before or just after school starts.

Message Content: 4 Important Jobs

Walking and Bicycling Safety: 4 Important Jobs for Parents and Caregivers

As a parent or caregiver, you're the most important teacher in your child's life. You can help your child get ready to walk or bike to school safely by focusing on these four jobs:

- 1. Communicate**
- 2. Plan**
- 3. Prepare**
- 4. Practice**

1. Communicate

First, make sure your child understands the following concepts, which are based on Texas pedestrian and bicycle safety laws:

- If you walk:
 - Use the sidewalk. If there isn't one, walk on the left side of the road, facing traffic.
 - Obey traffic signals, including crosswalk signals.
 - Cross the street only at intersections and crosswalks.
- If you ride a bike:
 - Ride with traffic.
 - Stop at red lights and stop signs and obey all other traffic signs and signals.
 - Use hand signals to turn or stop.
 - Have a white light on the front of your bike and a red light or reflector on the back so you're visible at night.

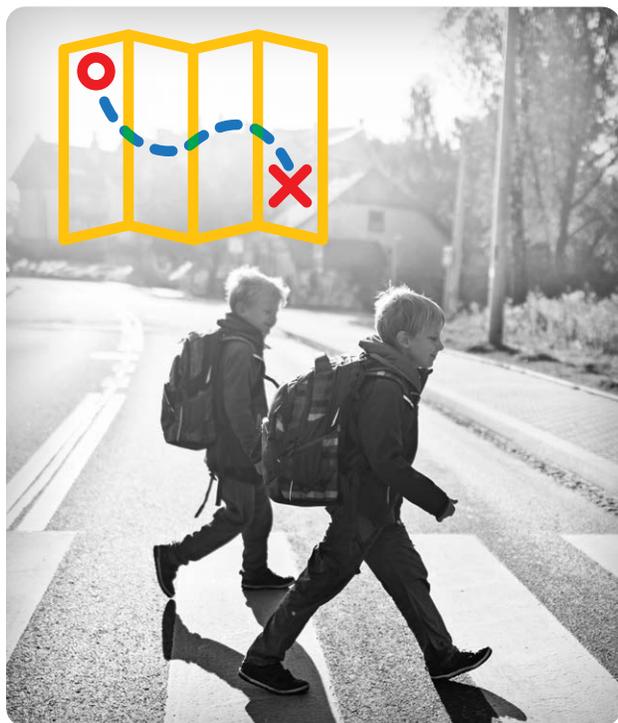
Before your child walks or rides to school, talk with them about personal safety. Make sure they know how to deal with strangers and what to do if they need help when walking or riding to school. In particular, children should know never to get into a vehicle with anyone unless their parent or guardian has given them (the child) permission to do so. If followed, children should know to run to a place where there are people, such as a store or restaurant, and ask an employee for help.

2. Plan

Children are generally safer when they travel two or more together, with at least one older child who is experienced in walking or bicycling to school. Consider reaching out to nearby families so your children can travel together.

Using a printed or online map, plan out your child's route in order to minimize encounters with moving vehicles as much as possible. The shortest route may not be the safest. A safer route is one that favors:

- Streets with the least traffic, moving at the slowest speeds.
- Streets with areas separated from traffic such as sidewalks, bike paths, or dedicated bike lanes. In Texas, bicyclists may use sidewalks, except when prohibited by local government ordinances.



- Fewer street crossings, particularly on busy or high-speed streets.
- Crossings with stop signs or traffic lights, ideally with clearly marked crosswalks and automated walk signs.

Note: *Some schools and/or neighborhoods organize a Walking School Bus or Bike Train, which is a group of students who depart at one location, follow a specific route to school, and arrive at a set location on campus. These groups travel under the supervision of at least two adult volunteers and may run every day or just a few days a week. Ask your neighborhood organization and school administrators for more information.*

3. Prepare

Highly Visible Clothing and Accessories

Children can be hard for drivers to see—especially in foggy or rainy weather, in the early morning or late afternoon, and at night. For maximum visibility, choose brightly colored backpacks, hats, hoodies, and jackets and consider adding a clip-on mini light. Look for options with reflective materials, which are fabrics made with tiny glass beads that reflect headlights and other light sources. And consider adding store-bought reflective stripes or patches to increase visibility from every angle. For example, you could add reflective tape to backpack straps or the front and back of a hat.

Bicycle and Helmet Safety Check

If your child will be biking to school, make sure they have a bicycle and

helmet safety check before every semester. Check that your child’s helmet and bike are still the proper size for their growing body, and that all equipment is in good working order.

If you don’t have much experience with bicycles, consider scheduling a bike and helmet safety check at your local bicycle shop. These stores are usually very willing to help parents with young bicyclists, and may even perform the check for free.

Note to educators: See *Printables on pp. A14–A15* for more shareable content on helmet and bike checks.

4. Practice

Walk and bike with your child as often as possible. Demonstrate how to walk and bike safely, explaining what you’re doing as you do it. Then give your child opportunities to practice with you. At first, let children follow and mimic your behaviors. As they become more skilled, let them lead while you watch and give them directions.



Safety Skills Practice Information for Parents and Caregivers

The following six recommendations provide parents with specific safety skills and behaviors to practice with their children, to help them become safe pedestrians and bicyclists. Combine or separate these for convenient use in take-home materials, school newsletters, and parent-teacher organization meetings—or share for at-home use via social media.

Message Content 1: Practice the Basics of Walking Safely

Learning good safety skills takes practice. Whenever you’re walking somewhere together, be sure to follow these safety laws and tips.

Texas pedestrian safety laws:

- Use the sidewalk. If there isn’t one, walk on the left side of the road, facing traffic.
- Obey traffic signals, including crosswalk signals.
- Cross the street only at intersections and crosswalks.

Basic walking safety tips:

- Walk, don’t run when crossing the street.
- Walk with a buddy such as a parent, sibling, or friend.

- Wear bright, preferably reflective clothing. Carry a mini light or flashlight.
- Put your cell phone and any headphones or earbuds in your pocket or bag and leave them there. Keep your full attention focused on the roadway, vehicles, and people around you.
- Scan around you at all times, looking out for bicyclists and motor vehicles. Remember, drivers and bicyclists do not always follow the rules or look for people walking near the roadway.
- When you come to the edge of a driveway, alley, or parking lot, treat it just like you would a street corner. Stop and check to make sure there are no vehicles moving either forward or backward before proceeding.

Message Content 2: Practice Walking Safely When Crossing Streets

Knowing how to safely cross the street is very important for children walking to school. Whenever you're walking somewhere together, practice these skills.

- Cross the street only at crosswalks and corners. Do not cross in the middle of the street.
 - Stop at all cross streets, whether there's a curb or not.
- When you come to a corner:
 - Look Left-Right-Left. And look in front of and behind you to see if there are any vehicles turning into your path. Do this even if an adult says it's OK to cross.
 - Keep looking for traffic until you have finished crossing.
 - When you come to a stoplight or crosswalk:
 - Look for the walk signal, then wait for the walk sign to turn on in the direction you want to go.
 - When the walk sign comes on, look Left-Right-Left as well as in front of and behind you, checking for motor vehicles in all directions. Remember, drivers do not always follow the rules or look for people in the crosswalks—especially when they are turning.
 - When there are vehicles at the intersection:
 - Never assume a driver really sees you. Before you step into the street, make eye contact with each driver and be sure they nod, smile, wave, or give you some other sign that they see you.
 - Don't cross unless you're sure all vehicles have stopped in all the lanes before you cross, even if a driver waves you to go ahead.

- Avoid crossing in front of a bus or other large vehicle. The area just in front of these vehicles is a blind spot for the driver, so it's safer to let those vehicles go first. This blind spot is the reason school buses have long crossing arms that extend in front of the vehicle to allow children to cross safely.

Message Content 3: Practice the Basics of Biking Safely

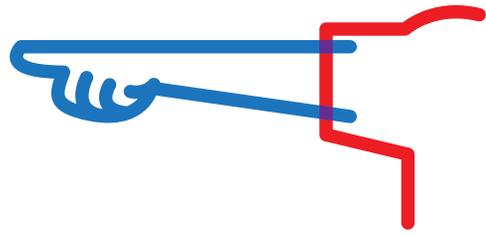
Learning good safety skills takes practice. On every family bike ride, be sure to follow these safety laws and tips.

Texas bicycle safety laws:

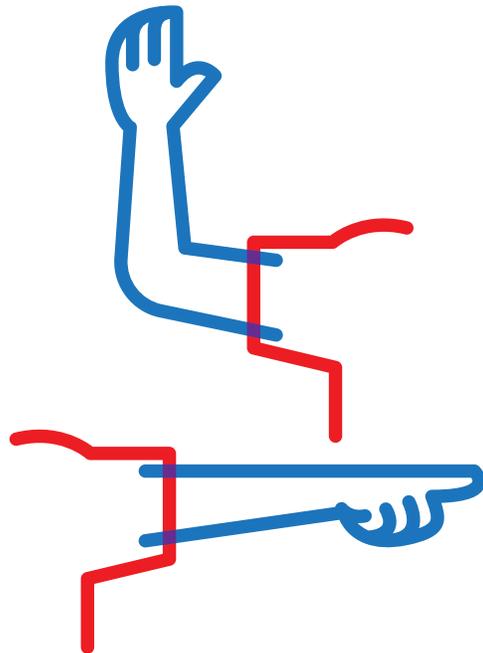
- Ride with traffic.
- Stop at red lights and stop signs and obey all other traffic signs and signals.
- Use hand signals to turn or stop.
- Have a white light on the front of your bike and a red light or reflector on the back so you're visible at night.

Basic bicycling safety tips:

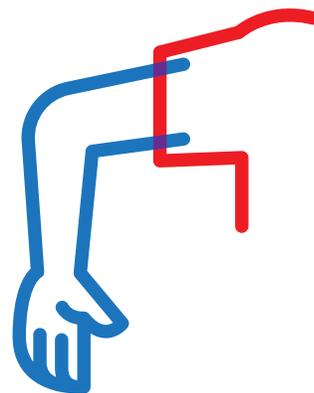
- Ride with a buddy such as a parent, sibling, or friend.
- Always wear a helmet and be sure it fits properly.
- Put your cell phone and any headphones or earbuds in your pocket or bag and leave them



A **Left Turn** is signaled by holding the left arm straight out from the body.



A **Right Turn** is signaled either by bending the left arm straight up OR, in Texas, by holding out the right arm straight out from the body.



A **Stop** is signaled by bending the left arm down with the hand flat and backwards. This signal can also be used to signal that the rider is slowing the bicycle.

there. Keep your full attention focused on the roadway, vehicles, and people around you.

- Check your tires for proper inflation before every ride.
- Keep at least one hand on the handlebar at all times.
- Ride an arm's length away from parked cars or trucks on the street.

Make sure drivers can see you:

- Wear bright, preferably reflective clothing.
- Avoid riding at night. If you can't, use your lights and consider adding extra reflectors to the tires and frame for increased visibility.
- Make eye contact with drivers whenever possible. Never assume that drivers see you or will yield the right of way to you.

Message Content 4: Practice the Next Steps of Biking Safely

As your child begins to master the basics, talk through these tips with them and be sure to practice on all family rides.

Avoid creating hazards:

- Tuck in shoelaces and pant legs so they don't get caught in your bike chain.
- If you have to carry anything, place all items in a closed backpack, bike basket, or bag—or securely strap

each item to a bike rack behind the rider.

Ride predictably:

- Ride one per seat, in single file with other bicyclists.
- Use dedicated bike lanes and paved shoulders wherever possible.
- If you ride on the street or sidewalk, stay to the right and move in the same direction as other traffic.

Scan ahead for hazards and other vehicles:

- Always scan the road ahead for hazards that might cause you to swerve unexpectedly or even fall, including pedestrians, animals, rocks, potholes, toys, trash, grates, broken glass, or people opening car doors.
- Remember, drivers (and other cyclists) do not always follow the rules or watch out for people on bicycles.
- When you spot a moving vehicle or potential hazard, call out to the other people you're riding with and point to the vehicle, person, animal, or item.

Cross streets and make turns carefully:

- Stop completely at all stop signs and red traffic lights.
- Use hand signals for all turning movements.

- Never assume a driver sees you or will let you go first. Before you ride across the street, make eye contact with each driver and be sure they nod, smile, wave, or give you some other sign that they see you.
- Don't cross unless you're sure all vehicles have stopped in all the lanes before you cross, even if a driver waves you to go ahead.
- When using a crosswalk, walk your bike instead of riding it. Drivers do not expect bicyclists to be in the crosswalk and may turn through it without realizing you are there.
- If you're not sure what to do when crossing the street, pull all the way to the right and carefully dismount your bike. Then walk your bike through the intersection, using the crosswalk or automated walk signs wherever possible.

Message Content 5: Sidewalk Cycling Practice for the Youngest Riders

Texas state law allows bicyclists to ride on sidewalks, except when prohibited by local government ordinances. In most instances, a child is ready to ride on the street when they can show a high level of cycling skill and traffic awareness, and when they have the ability to make consistently smart decisions about danger and risk. Until that time, bicycling should be limited to sidewalks, parks, and bike paths.

If you plan to have your child ride on the sidewalk to start, teach them these additional safety skills:

- Slow down.
- Scan for vehicles backing out of or turning into driveways. Remember that drivers don't expect to see bicyclists on a sidewalk, so they may not look for you.
- If you are riding toward people who are standing or walking on the sidewalk, let them know you are coming. Use your bell and announce that you'll be passing to their left, then make sure you keep them to your right as you ride past.
- Ride in the same direction as traffic. This way, if the sidewalk ends, you're already riding with the flow of traffic.

Message Content 6: Practice Your Safe Route to School

Before you allow your child to walk or ride to school alone or in a group, practice the route together multiple times. After a few practices, ask your child to lead the way, tell you which way to turn at various corners, how and where to cross the street, and other important elements of their route. Practice the route in both directions so your child is completely confident with every stage of the journey.

School Zone Safety Tips for Parent and Caregiver Drivers

As parents and caregivers are helping their children become ready to walk or ride safely to school, it's important to remind the adults of their responsibilities when driving in a school zone. This information is useful to incorporate into parent emails and newsletters sent out before school starts, or anytime traffic around the school becomes an issue. You can also use this information for social media and announcements during parent meetings. Be sure to include any additional information specific to your school, such as the location of designated drop-off areas or other site-related details.

Message Content: School Zone Safety Tips for Drivers

The most common causes for traffic crashes in Texas school zones are driver inattention, speeding, and failure to yield the right of way at a private drive, at a stop sign, or when turning left, according to Texas crash reports. We all have a responsibility to keep children safe on their way to and from school.

- Always obey school zone speed limit signs. Remember, traffic fines increase in school zones.
 - Drop off and pick up your children in your school's designated areas, not the middle of the street.
 - Watch for children who might dart across the street or between vehicles.
 - Stop for flashing red lights or a stop sign on a school bus, regardless of which direction you're headed. Continue your trip once the bus has moved, the flashing lights stop flashing, or the bus driver signals it's okay to pass.
 - Keep an eye on children gathered at bus stops or getting off buses. Remember they may not always look for vehicles before crossing the street.
 - Stay away from alcohol and other drugs that may impair driving. They affect your ability to remain alert, react quickly, and make good decisions.
- Be aware that traffic patterns around schools may change from year to year.
 - Stay alert and put your phone away. Motorists are prohibited by state law from texting and using handheld electronic devices while driving in active school zones.



Printables: Helmet Fit Check and Bike ABCD Quick Check

Use these simple graphics to create an informative flyer or handout for the early days of school. The simple, quick-read information could also make a good social media post.

Note: Download a PDF of these graphics at [TexasSafeRoutesToSchool.org](https://www.texasaferoutes.org). You can also make copies directly from this book. Find these Printables in the Appendix, pp. A14-A15.

Helmet Fit Check

Size
The helmet should sit flat on the head, without moving back and forth easily.



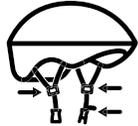
Eyes
While wearing the helmet, the rider should be able to see its bottom rim. The rim should be one to two finger-widths above the eyebrows.



Ears
Make sure the straps of the helmet form a "V" under the ears when buckled. The strap should be snug but comfortable.



Mouth
Ask the rider to open their mouth as wide as possible. Can they feel the helmet hug their head? If not, tighten those straps and make sure the buckle is flat against the skin.



Source: Texas Children's Hospital Center for Childhood Injury Prevention

Bike ABCD Quick Check

A is for Air/Wheels

- Is the air pressure in the tires correct? Are the tires in good shape?
- Do the wheels spin freely on the hub? Are all the spokes tight?

B is for Brakes

- Do the brakes make the wheels skid?
- Are the pads in good shape?
- Spin both wheels. Do the brake pads rub?

C is for Chain/Crank/Pedal

- Is the chain straight?
- Is the chain clean and lightly oiled? Is it free of rust?
- Is the crank tight and secure?
- Are the pedals tight and secure?

D is for Drop

- Raise the bike about 2 inches and drop it. Does it make noise? Something may be loose.

Quick/Check

- Quick:** If the bike is equipped with quick release fittings, are they properly adjusted?
- Check:** Ride around slowly. Does the bike appear to operate properly?



Source: BikeTexas.org

Find full-page versions in the Appendix, pp. A14-A15.

Printable: Pedestrian and Bike Safety Info Card

These colorful cards in English and Spanish make high-impact flyers, social media graphics, posters, and more. You can download these files for school use at TexasSafeRoutesToSchool.org.



Walk and Bike Safely to School

If you're walking



- Walk on the sidewalk. If there isn't one, walk on the left side of the road facing traffic.
- Cross the street only at crosswalks or corners, and look left-right-left before stepping into the street.
- Wait for the walk signal and obey all other traffic signs and signals.
- Make eye contact with drivers before crossing in front of them.
- Pay attention. Don't use your phone when you're walking.
- Be seen! Wear bright clothes and carry a light when it's dark.

If you're biking



- Always wear a helmet.
- Ride to the right and go in the same direction as traffic.
- Obey stop signs and traffic lights.
- Use hand signals to show others when you want to turn or stop.
- Stop, look left, right, and left again before you ride onto a road.
- If you're riding when it's dark, make sure your bike has a white light on the front and a red reflector or light on the back so you're visible.

Visit TexasSafeRoutesToSchool.org for more safety tips.



Safe Routes to School TXDOT



Llega a la escuela seguro caminando o en bici

Si caminas



- Camina en la banqueta. Si no hay, camina en el lado izquierdo de la calle, de frente al tráfico.
- Cruza la calle solo en los cruces peatonales o esquinas, y mira a la izquierda, derecha e izquierda antes de cruzar la calle.
- Espera la señal para caminar y obedece todos los demás semáforos y señales de tránsito.
- Mira directamente a los ojos de los conductores antes de cruzar frente a ellos.
- Presta atención. No uses el celular mientras caminas.
- ¡Hazte notar! Viste con ropa brillante y lleva una linterna cuando esté oscuro.

Si vas en bicicleta



- Siempre usa un casco.
- Mantente a la derecha y viaja en la misma dirección del tráfico.
- Obedece todas las señales de tránsito y semáforos.
- Usa señales de mano para alertar a otros cuando quieras dar vuelta o detenerte.
- Detente, mira a la izquierda, derecha y a la izquierda otra vez antes de proceder.
- Si vas en bicicleta de noche, asegúrate de que la bicicleta tenga una luz blanca al frente y una luz roja o reflector atrás para que te vean.

Visita TexasSafeRoutesToSchool.org para más consejos de seguridad.



Rutas Seguras a la Escuela TXDOT

Printable: Mileage Tracker

To encourage regular safety skills practice, share this handy walk/bike mileage tracker with parents in your

newsletter, on social media, or via email. Make a copy of the form for your own use or download the PDF, which can be found at TexasSafeRoutesToSchool.org.

Mileage Tracking



Safe Routes to School TRUST

Whether you walk, roll, bike, scooter, or roller skate to school, use this handy mileage log to track how far you go each week!

Name: _____

School: _____

Regular practice is important for children developing their walking and bicycling safety skills. Setting a mileage goal or tracking their progress can really help children stay consistent. Consider offering your child a small reward for their weekly efforts or successful practices.

DATE	MILEAGE	WEATHER	ACTIVITY
Week One			
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
Total:			

Week Two			
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
Total:			

Week Three			
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
Total:			

Week Four			
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
		☀ ☂ ☁	
Total:			

4-Week Total: _____

Printable can be found in the Appendix, [p. A16](#).



Activity and Event Details

Activity and Event Details

General Handouts, Forms, and Templates

Sample activity and event forms and templates can be found in the Appendix, starting on **p. A17**. They are also available to download at TexasSafeRoutesToSchool.org.

Sample Release Form

[Name of Event] RELEASE FORM

Entrant's First Name _____ Entrant's Last Name _____

Street Address and Apt. No. _____ City _____ State _____ ZIP Code _____

NOTICE: THIS RELEASE FORM IS A CONTRACT WITH LEGAL CONSEQUENCES. READ CAREFULLY BEFORE SIGNING. I ACKNOWLEDGE THAT BY SIGNING THIS DOCUMENT I AM RELEASING [SCHOOL NAME], EMPLOYEES, MEMBERS, SPONSORS, PROMOTER AND AFFILIATES COLLECTIVELY, FROM LIABILITY.

I, the undersigned, on behalf of the above-named minor, a prospective entrant in this event, hereby represent that I am fully entitled and authorized, as parent or legal guardian of entrant, to sign this Release Form for this event. As a condition of the acceptance of my application for entry in the above event, and as an express term of this agreement, I AGREE TO INDEMNIFY AND HOLD HARMLESS Releasees from any and all losses, claims, actions, or proceedings of any kind, which may be initiated by the entrant or by any other person or organization on the entrant's behalf, including but not limited to demands for damages, judgments, costs, loss of services, or expenses arising from the activities contemplated by this agreement, including but not limited to reasonable attorney fees incurred by Releasees and **INCLUDING THE RISK OF ANY NEGLIGENCE OR RELEASES**. Further, I state, to my knowledge, that the entrant has no physical or mental condition which would cause entrant or entrant's injuries with entrant's ability to participate in this event.

In signing this Agreement as parent or legal guardian of entrant, on behalf of entrant and myself I voluntarily agree to the following:

- I assume all risk associated with participation in this event, including but not limited to the danger of collision with pedestrians, vehicles including but not limited to bicycles, other racers, and fixed or moving objects; dangers arising from our face hazards, equipment failure, and inadequate safety equipment; and conditions stemming from weather effects and the possibility of serious physical and/or mental trauma or injury.
- I understand and accept that situations may arise during the event which may be beyond the control of the organizers, and that the entrant is required to continually ride in a manner that will not endanger him/herself or others. I am responsible for the condition and adequacy of the entrant's competition and safety equipment, including his or her helmet, which must meet or exceed the CPSC standards.
- I authorize and consent to the entrant's likeness being used in advertising or promotional materials.
- I RELEASE AND INDEMNIFY for entrant, myself, and all heirs, executors, administrators, representatives, assigns and successors, any and all rights and/or claims against the sponsors of this event, the promoter and/or any promoting organization and/or property owners, law enforcement agencies, public entities, special districts and their respective agents, officials, employees or representatives, for any damages which may be sustained by entrant and/or myself, directly or indirectly, as a result of entrant's participation in or association with the event, or travel to or from the event, **INCLUDING THE RISK OF ANY NEGLIGENCE OF THE ABOVE-LISTED ENTITIES**.

I further agree that this Release cannot be modified unless such modification is in writing and signed by authorized representatives of both parties, that this document contains the entire agreement between the parties and if any term or provision of this agreement is found invalid or unenforceable, the remaining terms and provisions of this agreement shall remain binding and enforceable. I further agree that should I or my successors assert any claim in connection with this agreement, I or my successors shall be liable for the expenses (including legal fees) incurred by the other party or parties in defending against such claims unless they are found liable for willful and wanton negligence.

My signature below is evidence of my understanding of and agreement to the above stated terms.

Date _____ Parent/Guardian Printed Name _____ Parent/Guardian Signature _____ Phone _____

Sample Participant Release Form

Incident Report Form Page 1

Event Name _____ Date _____

Event Point of Contact _____ Phone _____

Email _____

Name of Reporting Person _____ Title _____

Address _____

Phone _____ Alternate Phone _____

Email _____

Event Date _____ Event Type _____

Name of Co-Sponsor _____ Sponsor Name of Contact _____

Co-Sponsor Insurance (if any) _____

Date of Incident _____ Time _____

Name of Injured Person _____ Parent/Guardian _____

Address of Injured Person _____

Phone _____ Email _____

Type of Injury _____

Signed Waiver Form Attached? (yes) (no) _____

If no, where is the form? _____

Witnesses: Name/Address/Phone/Email _____

Was injured party taken to the hospital? (yes) (no) Transported by ambulance? (yes) (no) _____

Hospital Name _____

Hospital Address _____

Physician _____

Use page 2 to report details of incident.

Sample Incident Report Form

Sample Donation Request Letter

Manager's Name
Name of Business
Street Address
City, TX ZIP Code
Date

Dear [Manager's name]

[Name of school] will be hosting [Event Name] on [list every day of your school's event]. To help support our [bike/walk] safety event, we are seeking donations of [list the number and type of items] from your business.

We believe your business will also benefit from your support of this event. In exchange for your donation, your business will receive:

[Below are some suggested ways to recognize and thank your sponsors]

- Recognition on the school website and/or social media.
- Publicity at the event welcome table.
- Recognition in our school e-newsletter sent to all families.
- A tax-deductible donation receipt (on request).

Walking and biking are simple, effective, and largely affordable ways for children to get the recommended 60 minutes of physical activity each day.

[Event Name] encourages students and their families to bike and walk, making the community safer and more friendly for all. Thank you in advance for supporting the safety, health, and happiness of our community. I will call you next week to answer any questions you have about this request. You may also contact me at [your phone number] or [your e-mail address].

Sincerely, [Your name]
 [Position or Event Title]

Donation Request Letter Template

Donation Request Letter Template

Get Up and Goal! Mileage Tracking

Whether you walk, roll, bike, scooter, or roller skate to school, use this handy mileage log to track how far you go each week!

Safe Routes to School 2024

Name: _____ School: _____

DATE	MILEAGE	WEATHER	ACTIVITY
Week One			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			
Week Two			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			
Week Three			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			
Week Four			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			
4-Week Total: _____			

Get Up and Goal! Sample Mileage Tracker



Walking School Bus and Bike Train

Walking School Bus and Bike Train Details

From an organizational standpoint, a Walking School Bus and a Bike Train are largely the same. Both efforts are generally organized by parents and caregivers, unless the school is planning a one-time effort as part of a larger event. Either way, the school will likely be involved in coordinating and promoting a Walking School Bus or Bike Train to the larger school community.

Volunteer Requirements

- At least three adults—one at the front of the group, one at the rear, and a roamer.
- With a large number of children, recruit more adults in case the kids spread out or need more instruction.

- If your route will include multiple stops, identify at least one adult to be the coordinator for each stop. The coordinator must commit to making any important announcements and getting the group moving on time.
- Reflective safety vests are recommended to identify leaders.
- Adult leaders must model the appropriate Texas safety laws as well as walking and biking safe behaviors.

Note: *A large group traveling together might require traffic control, which can be performed only by a uniformed police officer. Contact your nearest police precinct or Texas Department of Public Safety office to discuss your plans and request assistance.*



Route Planning

First, you'll need to decide on a designated starting point. Many informal, parent-led groups simply choose a specific landmark in the neighborhood. For a larger school-sponsored group, such as a Walking School Bus or Bike Train that's aligned with a schoolwide event, you'll need a location with a sizable parking area you can gather in. Public libraries, churches, community centers, and shopping centers within a reasonable distance from school are all good candidates.

For a Walking School Bus, choose a starting point that is one quarter to one half mile from school. For a Bike Train, that distance might be as much as a mile. If you are meeting at a private property, make sure to secure permission from the owner before moving forward with your plans.

Walking School Bus and Bike Train groups that run regularly may also have multiple stops to accommodate students who live along the route.

Next, plan how you will get to school. Using a printed or online map, plan the route to minimize encounters with moving vehicles as much as possible. A safer route is one that favors:

- Streets with the **least traffic**, moving at the **slowest speeds**.
- Streets with **areas separated from traffic** such as sidewalks, bike paths, or dedicated bike lanes.



Note: *In Texas, bicyclists may use sidewalks, except when prohibited by local government ordinances.*

- **Fewer street crossings**, particularly on busy or high-speed streets.
- Crossings with **stop signs or traffic lights**, ideally with **clearly marked crosswalks** and **automated walk signs**.

Note: *The safest route may not be the shortest one.*

Before finalizing your route plan, walk or ride it a few times with one or more children. This will help you confirm your start time and also experience the route in a real-world scenario. (There may be obstacles or issues along the route that simply mapping it won't reveal.) If your group plans to incorporate multiple stops, walking or biking the route will also help you with point-to-point timing,

so you can designate a realistic meet-up time for each stop.

Plan to copy route maps to share with parents, teachers, and other adult participants—or use online tools such as Google Maps to plan and share routes electronically.

Optional: Arrival Celebration

If your Walking School Bus or Bike Train is held for a special event, consider making students' arrival at school something celebratory. For example, have school staff, local officials, or even members of the local media or athletics teams at the school to greet arriving students. Hand out breakfast items or other treats.

Sample Promotional Messages

As you follow the recommendations in Step 5, *Promote Your Activity or Event* (p. 31), consider whether your school community is familiar with the idea of a Walking School Bus or Bike Train. You may need to incorporate some explanation into your Intro/Announcement materials.

Sample Explanation Blurbs

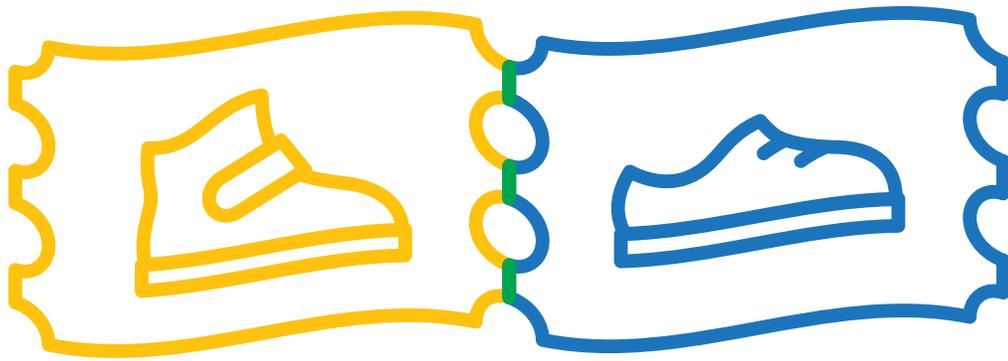
What is a **Walking School Bus**? A Walking School Bus is a group of student walkers and students who use wheelchairs or other mobility aids that departs at a set location, follows a specific route to school, and arrives at a set location on campus. Depending

on the distance traveled, there may be designated stops along the way where additional students can join the group. The Bus travels in the opposite direction after school.

What is a **Bike Train**? A Bike Train involves a group of bicyclists accompanied by at least two adults—the “engineer” and the “caboose”—who ride to and from school together. The Bike Train departs at a set location, follows a specific route, and arrives at a specific location at school. There may be designated stops along the way where additional bicyclists can join. Bike Trains are generally better suited for older students who are experienced cyclists.

Sample Intro/Announcement Message for Email or Social Media

Parents are organizing a <Walking School Bus/Bike Train> in the <insert name or descriptor> neighborhood. If you're interested in signing up your child to <walk/bike> to and from school with the group, please contact <insert name and contact info> for more information. It's a great way to get active, meet new friends, and stay safe together!



Walk-the-Block Carnival

Walk-the-Block Carnival Details

The Walk-the-Block Carnival is a celebration of pedestrian safety and the benefits of walking. The event features a series of games designed to teach pedestrian safety skills and allow students to practice in a noncompetitive way and have fun!

Remember: 5 Core Steps to Planning Success

1. Choose your event(s).
2. Build a core team.
3. Create a planning timeline.
4. Involve partners.
5. Promote your event.

For details, see **p. 24**.

As you work your way through the 5 Core Steps to Planning Success, there are some additional considerations that are specific to the Walk-the-Block Carnival.

In Step 2, *Build a core team*, add a Setup Coordinator to your team.

The Setup Coordinator is responsible for setting up station boundaries and any additional space markers that the station activity may require. The Setup Coordinator also needs to be involved with the space planning for the entire event. During the event, the Setup Coordinator should work with other volunteers to ensure the safety of all

participants and to maintain station layouts.

In Step 3, *Create a planning timeline*, allow plenty of time for site planning and district coordination.

Because there are stations that simulate real-world scenarios, the Walk-the-Block Carnival requires a fair amount of paved outdoor space. In addition, two stations require the use of school parking lot space. If your campus does not have enough space for these types of uses, you may want to work with the school district to reserve a parking lot at the closest high school or stadium. Plan ahead so you have time to secure necessary permissions.

It also takes time to map out where each station will go and how much space is



needed, especially if this is your first Walk-the-Block Carnival. The Logistics Coordinator will need to work closely with the Course Coordinator(s) and Event Chair to ensure safe distances and good flow from station to station.

Finally, the Meet Your School Bus station requires an actual school bus and driver. Allow sufficient time to coordinate with the school district to make this possible.

This handbook provides sample station diagrams where they may be helpful, but you may need to adjust them to fit your particular location and resources.

Stations at a Glance

Station 1:	Walk-the-Block HQ
Station 2:	Chaos Corner
Station 3:	Walk Safe True or False
Station 4:	Street Crossing Safety
Station 5:	Night Bright Costume Race
Station 6:	Meet Your School Bus
Station 7:	Driveway Safety
Station 8:	Walk Sign Red Light/Green Light
Station 9:	Intersection Practice
Station 10:	Parking Lot Visibility Relay

Station 1: Walk-the-Block Carnival HQ

The HQ is the first stop for all participants and serves as the general hub for the entire Walk-the-Block Carnival. It's where participants will check in, hand in their signed release form, and collect their Walk-the-Block Carnival Pass. First Aid should also be located at this station, and you may want to include a water and snack table as well.

Volunteer Requirements

- Walk-the-Block Carnival HQ Team Leader
- Nurse or EMS
- 2 registration helpers
- 2-3 water/snack helpers
- 2-3 prize helpers

Registration Instructions

- Enter each participant's name, grade level, and homeroom teacher on the Participant Registration form.
- Collect a release form from each participant and confirm parent/guardian signatures.
- Explain how the Walk-the-Block Carnival works: Participants go from station to station, collecting stamps or punches on their Carnival Pass. Once the card is full, they can return to Station 1 to collect a prize, sticker, ribbon, or other recognition.

You may also opt to have volunteers check in at the Registration table to help the Event Chair keep track of them.



Printable: Walk-the-Block Carnival Pass

Instructions

- Cut out this card and punch a hole in the upper left corner.
- Using yarn or string, tie the Carnival Pass around each participant's neck.
- As participants complete each station, volunteers mark the card.
- At the end of the event, participants with a completed Carnival Pass can return to HQ for a prize.

HOLE PUNCH

Walk-the-Block Carnival Pass

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Carnival Pass can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2:** Chaos Corner
- Station 3:** Walk Safe True or False
- Station 4:** Street Crossing Safety
- Station 5:** Night Bright Costume Race
- Station 6:** Meet Your School Bus
- Station 7:** Driveway Safety
- Station 8:** Walk Sign Red Light/Green Light
- Station 9:** Intersection Practice
- Station 10:** Parking Lot Visibility Relay

HOLE PUNCH

Walk-the-Block Carnival Pass

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Carnival Pass can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2:** Chaos Corner
- Station 3:** Walk Safe True or False
- Station 4:** Street Crossing Safety
- Station 5:** Night Bright Costume Race
- Station 6:** Meet Your School Bus
- Station 7:** Driveway Safety
- Station 8:** Walk Sign Red Light/Green Light
- Station 9:** Intersection Practice
- Station 10:** Parking Lot Visibility Relay

Carnival Pass can be found in the Appendix, [p. A23](#).

Station 2: Chaos Corner

In this fun activity, participants get to experience just how quickly chaos ensues when people are moving in space together without any rules. By experiencing this chaos physically, participants will understand the benefits of pedestrian safety rules more deeply than with verbal instruction alone.

Volunteer Requirements

- Station Leader
- “Safety Patrol” helper
- 1-2 helpers

Space and Setup Requirements

Set up a square large enough to accommodate up to 20 students actively moving at once, but small enough that they cannot easily avoid running into each other.

Instructions

- Ask the group to gather around the outside of your square.
- Explain that participants will enter the Chaos Corner one at a time. They can jog, skip, or walk in any direction but they must stay within the square.

○ How it works:

- As each new participant enters the square, explain that they must not run into each other.
- If two students make contact, the Safety Patrol will remove them (kindly) from the square.
- Continue introducing new participants until all have entered the space and there’s a lot of traffic and chaos.
- Stop the traffic after a few minutes of chaos.
- Ask participants for ideas about rules to make the situation less crazy. If they don’t come up with any, suggest your own. It’s okay if they are silly.
- Try one or two ideas.
- Finish with a discussion about whether any of the new rules helped, and point out that this is why we need guidelines for walking safely.

Suggested Supplies

- Cones or other means of marking off the station area
- Stamp or hole punch

Station 3: Walk Safe True or False

This is a thinking and discussion activity that increases awareness of pedestrian safety guidelines while encouraging participants to actively think about which rules make sense. By also incorporating some humor, this game helps keep participants engaged in the group learning.

Volunteer Requirements

- Station Leader
- 1-2 helpers

Space and Setup Requirements

Using chairs and/or poly spot floor markers, create a circle for 6 participants and 1 leader.

Instructions

- Seat 1 participant in each place, for a total of 6.
- Hand out one True or False card to each participant. Each card has 3 statements about pedestrian safety—2 true and 1 false.
- How it works:
 - Go around the circle and have each participant read their card. (Younger participants can bring their cards to the Leader for reading to the group.)

- Ask the participant which statement is false.
- Then ask the remaining participants.
- Each time, discuss the 2 truths and why they are important.
- Continue around the circle until all cards have been read and discussed.

Suggested Supplies

- 7 chairs or spot markers
- 6 Walk Safe True or False cards (laminated, if possible)
- Stamp or hole punch
- Cones or other means of marking off the station area

Printable: Walk Safe True or False Cards

Instructions

Copy the full set of cards onto colored cardstock or thick paper, then cut out. If possible, laminate for extra durability. Cards can be downloaded from TexasSafeRoutesToSchool.org.

Walk Safe True or False – Card #1

When walking somewhere:

You should use the sidewalk.

You should use your headphones.

You should use your brain.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Walk Safe True or False – Card #4

If you have to cross the street, you should:

Cross at intersections.

Cross right in the middle of the block.

Cross at crosswalks.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Walk Safe True or False – Card #2

If there is no sidewalk, you should:

Walk on the left side of the street.

Walk in the street as close to the curb as possible.

Walk down the middle of the street.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Walk Safe True or False – Card #5

Always:

Look Left-Right-Left before you cross the street.

Look for the walk signal before you cross the street.

Look silly before you cross the street.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Walk Safe True or False – Card #3

Whenever you're out walking, you should:

Obey all signals from alien spaceships.

Obey all traffic signals.

Obey all crosswalk signals.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Walk Safe True or False – Card #6

When walking somewhere:

Do not put your phone in your pocket or backpack.

Do not look at your phone.

Do not play games on your phone.

Walk-the-Block Carnival Station 3: Walk Safe True or False

Cards can be found in the Appendix, pp. A24-A29.

Station 4: Street Crossing Safety

Combining some instruction with a rhyming mnemonic device, this station helps solidify “stop, listen, and look” behaviors necessary for safe street crossing.

Volunteer Requirements

- Station Leader
- 1-2 helpers

Space and Setup Requirements

No specific requirements. Poly spot floor markers might be helpful to keep participants focused.

Instructions

- Gather a group of participants and ask them to sit on the ground.
- Start by introducing key concepts:
 - When out walking, it’s important to pay attention to what’s going on around you.
 - This is especially important when you need to cross the street:
 - **Stop** at the edge of the street.
 - **Listen** for motors, horns, and sirens.
 - **Look** for cars, motorcycles, bicycles, buses, or trucks coming down the street.
- Explain why we look Left-Right-Left:
 - We look left first because that is the direction that vehicles closest to us are coming from.
 - We look right to see if traffic is coming from the other way.
 - Last, we look left again because vehicles move fast, and we want to make sure it is still safe to cross where vehicles are moving closest to us.
- Demonstrate looking Left-Right-Left:
 - Make sure you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see.
 - Ask participants to practice.
- What should you do if you see a vehicle or hear one of those sounds?
 - Stop and wait until the roadway is clear.
- Ask participants to stand and help you act out the Street Crossing Safety Poem.

Suggested Supplies

- Multiple copies of the Street Crossing Safety Poem Printable
- Cones or other means of marking off the station area
- Stamp or hole punch

Street Crossing Safety Poem

Stop every time at the edge of the street.

Hold your hand up to signal "Stop."

Use your head before your feet.

Point to your head and feet as words are said.

Make sure you hear every sound.

Cup your hands behind your ears and turn your head from side to side.

Look left and right and all around.

Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.

Walk-the-Block Carnival

Station 4: Street Crossing Safety



Street Crossing Safety Poem

Stop every time at the edge of the street.

Hold your hand up to signal "Stop."

Use your head before your feet.

Point to your head and feet as words are said.

Make sure you hear every sound.

Cup your hands behind your ears and turn your head from side to side.

Look left and right and all around.

Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.

Walk-the-Block Carnival

Station 4: Street Crossing Safety

Print copies of the Street Crossing Safety Poem (see Appendix [p. A30](#)) to hand out to participants.

Station 5: Night Bright Costume Race

This high-energy, noncompetitive race emphasizes the need for wearing bright-colored or reflective clothing when walking on cloudy and rainy days, early in the morning, or after sunset.

Volunteer Requirements

- Station leader
- 3 volunteers

Space and Setup Requirements

Before the day of the event, collect three bins of clothing and costume items—a mix of darker items and very bright, reflective, and/or neon items. Collect a mix of sizes and item types, both

realistic and silly. Parent organizations as well as thrift and resale shops can be a good source for these items.

On the day of the event, set up a rectangular space with the bins at the far end, equidistant from each other.

Instructions

- Discuss the importance of wearing bright, highly visible (preferably reflective) clothing when walking to and from school (or anywhere else) so that drivers can see you more easily. Be sure to mention that there are fewer hours of full sunlight between November and March, so you may have to change your “walking wardrobe” accordingly.



- Here's how the race works:
 - Work in groups of 3, assigning each participant to a particular bin.
 - When the Station Leader says "Go," students must walk quickly (no running!) and carefully to their bin and put on as many bright, reflective clothing items as possible, then walk back to the start.
 - Give participants 90 seconds to complete their costumes and return to the start. You may want to adjust the time limit based on ages and walking distance.
- Recognize each participant for their speed, number of bright items used, and/or creativity. Use this as another opportunity to discuss the importance of wearing bright, reflective clothing and share ideas for how to incorporate them into your outfits.
- Optional: Have a volunteer take photos of all the zany outfits to share with families and perhaps school social media. (Parental or caregiver consent is required.)
- Optional: Hand out reflective items or strips of iron-on reflective tape that participants can add to their school backpacks.

Suggested Supplies

- 3 storage bins
- Costume pieces and clothing items in a mix of sizes and item types; at least half of them should be neon, reflective, or other bright colors
- Camera (optional)
- Reflective items or iron-on reflective tape (optional)
- Stamp or hole punch
- Cones or other means of marking off the station area

Station 6: Meet Your School Bus

Make arrangements with your district's transportation department to have a driver bring their bus to the Walk-the-Block Carnival. The driver can introduce students to the various parts of the bus and the important safety guidelines, then allow groups of students to practice key steps.

Site and Setup Requirements

Mark off a section of the school's parking lot for this activity to prevent others from parking in that area. Arrange for the bus to arrive ahead of the event and use cones to designate a safe perimeter around all sides of the bus.

Volunteer Requirements

- Bus Driver
- Station Leader
- 1-2 helpers

Instructions

- It may be helpful to schedule start times for this station in 15- to 20-minute increments.
- Ask the school bus driver to introduce the following concepts:
 - Bus blind spots or "no zones." These are unsafe areas in front of, along the sides, and in back

of the bus where the driver can't see children.

- Always stay at least 5 big steps away from the school bus.
- The front safety crossbar
 - Always walk around the crossbar so the driver can see you.
- The handrail
 - Always use the handrail to get on and off the bus safely.
- The bus stop
 - Always wait at the bus stop, because the driver knows to watch for you in that area. While waiting, stand or sit on the sidewalk, 5 steps away from the edge of the road. No running or playing around the bus stop.
- Demonstrate the following behaviors.
 - How to get on the bus:
 - Wait until the bus has come to a full and complete stop.

- Watch for the driver to signal that it's safe to board.
- Hold on to the handrail.
- Find a seat quickly.
- How to behave on the bus:
 - Stay calm and seated.
 - Talk quietly and be polite to the driver and other passengers.
 - Keep your hands and materials on your lap.
- How to get off the bus:
 - Wait until the bus has come to a full and complete stop.
 - Move to the exit.
 - Hold the handrail while exiting.
 - Move 5 steps away from the school bus.
- What to do if you have to cross the street:
 - Cross ONLY in front of the bus, never behind it.
 - Stop at the outside edge of the school bus.
 - Make eye contact with the driver and wait for the driver's sign that it's okay to cross.
 - Look Left-Right-Left.



- Safely cross when there is no traffic.
- Move around the crossbar (not over or under it).
- Keep your head up and walk straight.
- What to do if you drop something near or under the bus:
 - Tell the driver. NEVER try to pick it up yourself!
- Working in small groups, guide participants through three practice areas:
 - Getting on the bus.
 - Getting off the bus.
 - Crossing the street in front of the bus.

Suggested Supplies

- Cones or other means of marking off the station area
- Stamp or hole punch

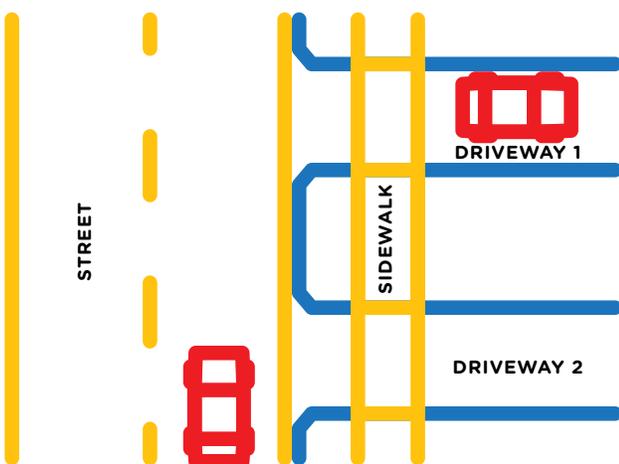
Station 7: Driveway Safety

Students encounter many driveways as they walk to and from school and around their neighborhoods. Learning to scan driveways before crossing them is an important safety skill, because many children don't expect vehicles to be entering or exiting the driveway near them. Shrubs and other visual obstructions sometimes add to the difficulties. This station is designed to teach children why they should always scan each driveway and the street approaching it, and then reinforce that knowledge with practice.

Volunteer Requirements

- Station Leader
- 1-2 helpers

Space Diagram



Create a space mimicking a residential or commercial sidewalk with 2-3 intersecting driveways.

Instructions

- First, discuss the fact that drivers may not be watching for pedestrians crossing the driveway, especially when backing up.
- Pedestrians should look and listen for vehicles running in the driveway, checking for:
 - The sound of an engine.
 - A person sitting inside the vehicle.
 - White reverse lights turned on the back of the vehicle.
 - Other vehicles turning into the driveway from the street.
- Explain that participants should pretend the course is a sidewalk alongside a street, with multiple driveways.
- Next, demonstrate the course:
 - Begin walking on the sidewalk, stopping least one big step before you get to each driveway.
 - Look and listen for vehicles that may be parked in the driveway.
 - Look left, right, and left again to make sure vehicles aren't entering the driveway from the street.

- Adult volunteers will randomly hold up vehicle signs on the street or in a driveway and may make car engine noises.
- If a participant hears or sees a vehicle that may be exiting or entering the driveway, they should stop and wait.
 - The roadway or driveway volunteer can signal it's "all clear" by:
 - Dropping the vehicle sign or no longer making the moving vehicle sounds.
 - Waving and saying, "I see you!"
 - The participant should check the street once more for traffic turning into the driveway.
 - If all clear, proceed to the next driveway and repeat.
- Run participants through the course twice, exiting both to the left and the right.
- Add a simulated shrub, mailbox, or other visual obstruction to the end of the driveway for additional difficulty.

Suggested Supplies

- ◻ 2 large photos or cardboard cutouts of a vehicle
- ◻ Simulated shrub or mailbox (optional)
- ◻ Stamp or hole punch
- ◻ Cones, sidewalk chalk, or other means of marking off the station area

Station 8:

Walk Sign Red Light/Green Light

This station gives participants the opportunity to practice recognizing and reacting to automated walk signals used at some intersections and crosswalks.

Volunteer Requirements

- Station Leader
- 1-2 helpers

Space and Setup Requirements

You will need an open space large enough for 3-4 rows of participants to play Red Light/Green Light (walking, not running).

Instructions

- First, the Station Leader should explain that drivers don't always do the right thing or obey traffic laws. Sometimes a driver will run a red or yellow light, so it's important to pause a few seconds even after the Walk sign is on. Then look Left-Right-Left before proceeding.
- Explain why it's important to scan around and behind you as you cross, looking for vehicles that may not see you and try to turn.

- How the game works:
 - Line participants up in 3-4 rows of a few children each.
 - The Station Leader stands at the opposite end of the open area, facing participants, and serves as the crosswalk signal using the Walk/Don't Walk Signs (see Printable).
 - In Round 1, the Station Leader will hold up signs, alternating between the Walk and Don't Walk sign.
 - When the Walk sign first appears, participants should look Left-Right-Left before proceeding.
 - Walk forward, scanning behind for vehicles as well. Do not run!
 - Keep walking forward until the Leader holds up the Don't Walk sign.
 - In Round 2 (optional), everyone goes back to the start. This time, an assistant uses a stopwatch to give participants 15 seconds to "cross" to a certain distance without running, counting down the time out loud.

When the leader starts the 9-second countdown, students who are already in the crosswalk should complete their crossing. Those who haven't started yet should stay at the corner and wait for another round.

Suggested Supplies

- Walk/Don't Walk signs
- Stopwatch (optional)
- Stamp or hole punch
- Cones or other means of marking off the station area

Walk/Don't Walk Signs

Instructions: Before the event, print at least one set of Walk/Don't Walk signs onto cardstock (see Appendix, pp. A31-A32). Laminate if possible. You may also wish to connect them with two binder rings to make a simple flipbook.



Station 9: Intersection Practice

Safely navigating an intersection with cars and other vehicles moving in multiple directions can be challenging, even for adults. This station is designed to provide a relatively authentic real-world experience.

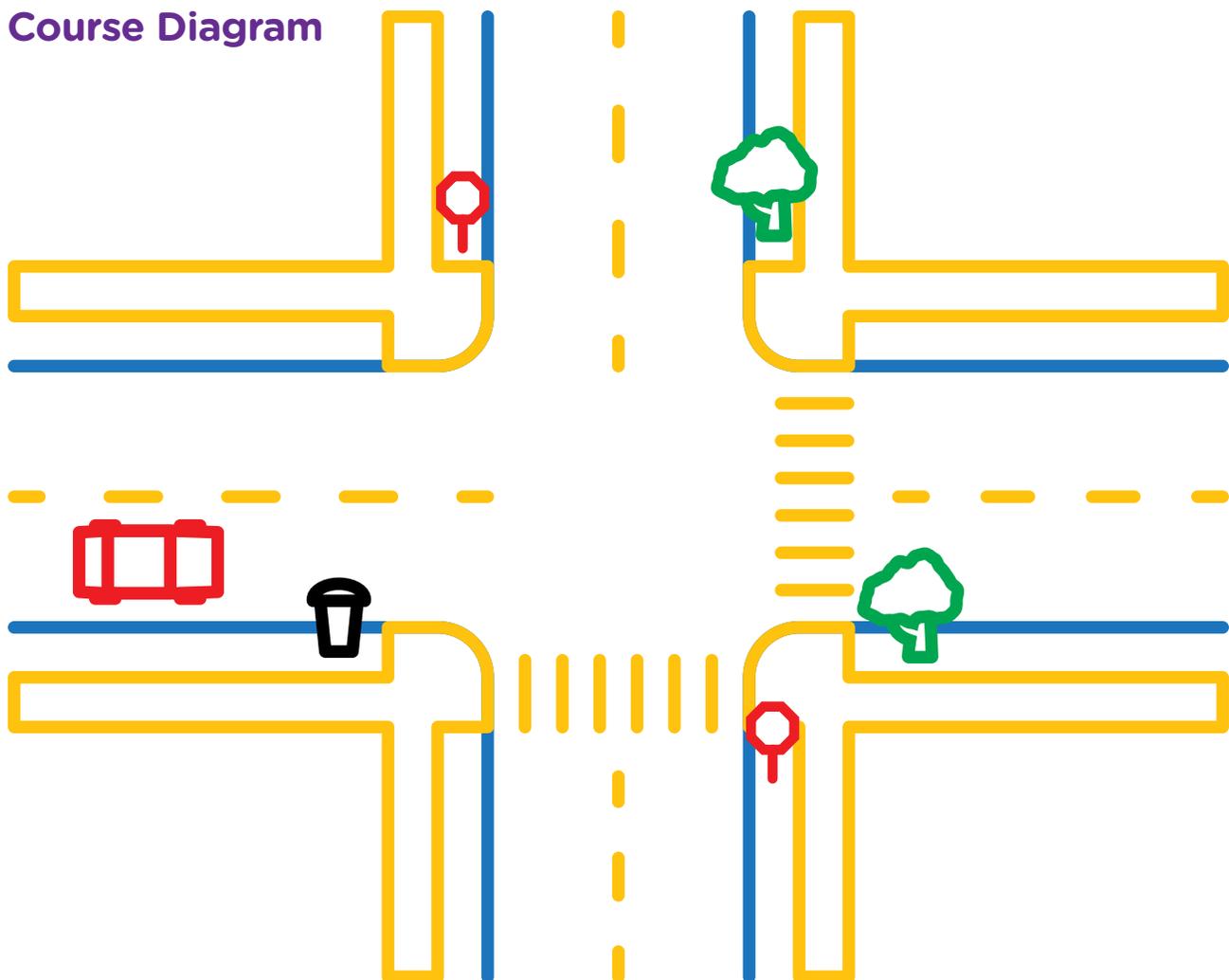
Setup Requirements

Create a mock intersection with four corners and two crosswalks as shown. In at least one corner, use a trashcan or tall plant to partially block the view of the safe crossing area.

Volunteer Requirements

- Station Leader
- 3-4 helpers

Course Diagram



Instructions

- First, discuss the many challenges of navigating an intersection— why the crosswalk is the safest, the importance of obeying traffic signals, and the need to make eye contact with drivers.
- Explain what to do at an intersection without a crosswalk.
 - Cross at the stop sign or corner.
 - ONLY go straight (never diagonal).
 - The diagonal line on a right triangle is longer than the straight lines. You want to move in a straight line because you will be in the street less time and you are less likely to be hurt.
- Explain what to do when there are obstacles that make it hard to see oncoming vehicles such as trees, large trucks, or trashcans.
 - It's best to find another place to cross.
 - If you cannot, walk to the edge of whatever is blocking your vision and STOP to look before crossing the rest of the way.
- Next, demonstrate the course:
 - Participants go through the intersection from three different directions.
 - Corner 1: No crosswalk
 - Participants should stop at the edge and look Left-Right-Left.
 - When traffic is clear, walk straight across the street, scanning for traffic behind them.
 - No running.
 - Corner 2: Automated walk sign and crosswalk
 - Participants should look to the volunteer across the street, who will hold the Walk/Don't Walk signs.
 - When the Walk sign first appears, participants should look Left-Right-Left before proceeding.
 - Walk forward, scanning around for vehicles as well. No running.
 - Corner 3: Visual obstacle with crosswalk
 - Participants should walk to the edge of the visual obstacle and stop.
 - Look Left-Right-Left and proceed to walk straight across the street when traffic is clear. No running.

- A volunteer should watch from the fourth corner area, using the Intersection Safety Checklist to evaluate participants.
- Once the participant has completed three corners, review their checklist and allow the opportunity to practice any activities where they need improvement.
- Optional:
 - Enlist adult volunteers to act as vehicles moving up and down the “street,” using hula hoops as steering wheels (or simply pretending).
 - Make things more difficult by increasing the number of volunteers acting as vehicles.

- Cones or other means of marking off the station area
- Stamp or hole punch

Printable: Intersection Safety Checklist

Instructions: Observe each participant as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

Suggested Supplies

- 1 or more stop signs plus a chair, easel, or other means of holding it in place
- Walk/Don't Walk signs (see Printables on [pp. A31–A32](#))
- Visual obstacle such as a large trashcan, shrub, or tree (or something of similar size)
- Sidewalk chalk or other method of marking off crosswalks
- Hula hoops (optional)
- Clipboards, pens, and copies of the Intersection Safety Checklist Printable

Intersection Safety Checklist

Instructions: Observe each participant as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

WALK SAFE ACTIONS	YES	NO
Stops at all edges.		
Looks Left-Right-Left before crossing the street.		
Walks straight across the street (not diagonal).		
No running!		
Looks to the sides and behind them when crossing the street.		
Makes eye contact with drivers/vehicles (if present).		
Obeyes Walk/Don't Walk signs.		
When a visual obstacle is present, walks to the edge of the obstacle and then looks Left-Right-Left before proceeding.		

Walk-the-Block Carnival Station 9: Intersection Practice

Intersection Safety Checklist

Instructions: Observe each participant as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

WALK SAFE ACTIONS	YES	NO
Stops at all edges.		
Looks Left-Right-Left before crossing the street.		
Walks straight across the street (not diagonal).		
No running!		
Looks to the sides and behind them when crossing the street.		
Makes eye contact with drivers/vehicles (if present).		
Obeyes Walk/Don't Walk signs.		
When a visual obstacle is present, walks to the edge of the obstacle and then looks Left-Right-Left before proceeding.		

Walk-the-Block Carnival Station 9: Intersection Practice

Printable can be found in the Appendix, [p. A33](#).

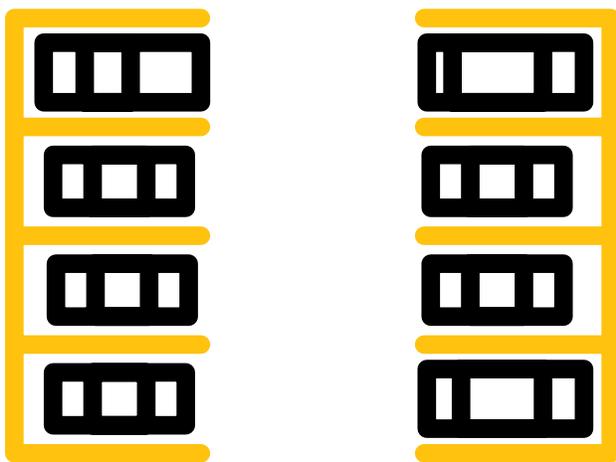
Station 10: Parking Lot Visibility Relay

Volunteer Requirements

- Station Leader
- 3 Game Leaders
- 3 helpers

Space and Setup Requirements

Identify an area within the school parking lot with at least eight spaces—four on each side—and a drive lane in between. On the day of the event, ask volunteers to park in this section, knowing they will not be able to retrieve their vehicles until the Walk-the-Block Carnival is over. Be sure that there are several sport utility vehicles (SUVs) parked in the lot. Use cones to block off access to this section for the duration of the Walk-the-Block Carnival.



Using the diagram as an example, decide on locations for three parking lot

exercises (shown in red, blue, and green in the diagrams on the following pages).

If you are unable to use real vehicles, use boxes or stacked gym mats to simulate cars and SUVs. Note that you want to approximate the height and width of at least one SUV.

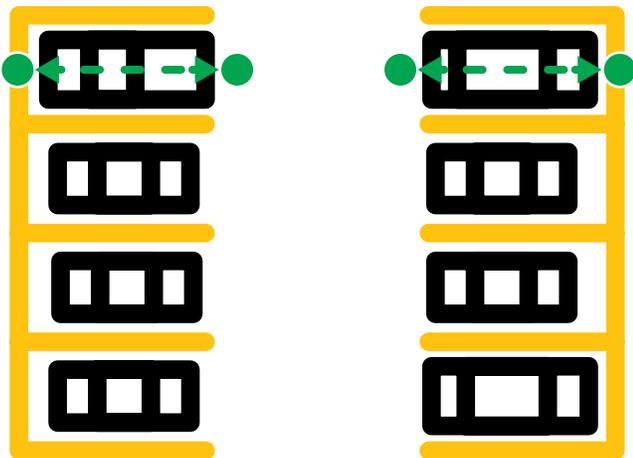
Instructions

- For the youngest participants, the Station Leader should review these parking lot safety tips:
 - Wait for the adult to say it's okay to get out of a vehicle.
 - If you can, get out on the same side as the driver. Scoot across if you need to.
 - When walking in the parking lot, stay next to the adult and hold their hand.
- For participants of all ages, the Station Leader should introduce the following concepts:
 - Parking lots can be very busy with lots of different types of vehicles, including buses, motorcycles, bicycles, and cars.
 - Drivers aren't perfect!
 - They sometimes forget to pay attention to people

walking through the parking lot.

- They may have a hard time seeing you around—and especially behind—their vehicle.
- Always walk in a parking lot, never run, and follow all your other pedestrian safety rules.
- Demonstrate how this station's relay works (with the help of three adult volunteers).
 - Explain that the goal of this relay is to learn about pedestrian visibility in the parking lot.

Game #1: Can You See Me?

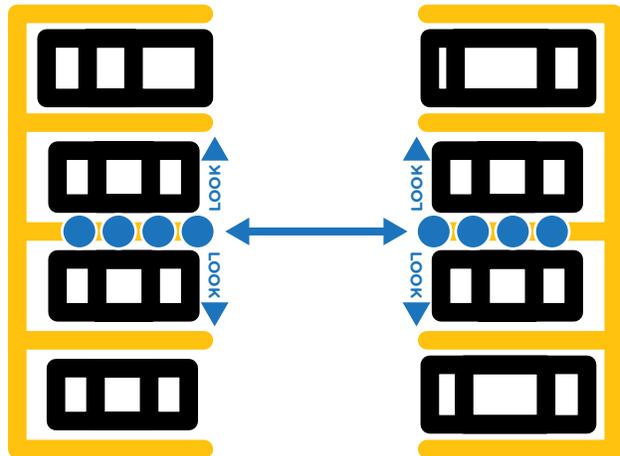


- One participant stands on one side of an SUV. Another participant stands on the other side.
- Participants ask if they can see each other, moving around the SUV and varying their distances from the vehicle.

- Small children can be very hard for the driver to see, especially if they are close to an SUV or behind it. Window-tinting can make it even more difficult.

- Return to the parking lot edge and walk to Game #2: Sneak and Peek.

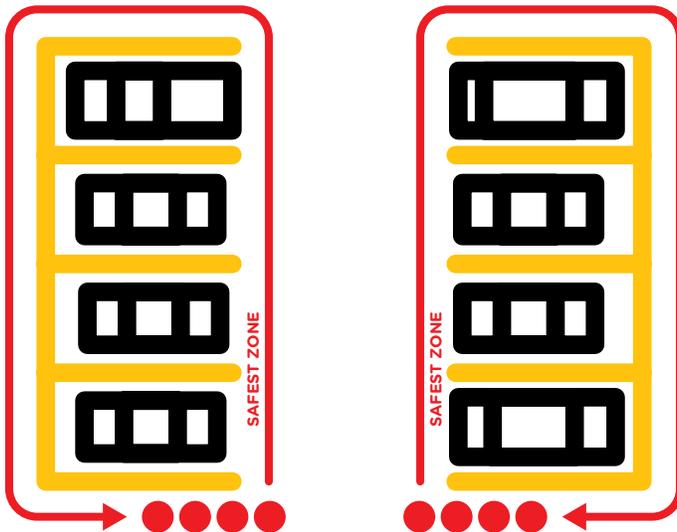
Game #2: Sneak and Peek



- Line up 4 participants between 2 parked cars. The first one stands beside the back wheel of the parked car, near the center drive lane.
- One at a time, each participant takes a step forward with one foot, leans their head forward, and looks Left-Right-Left for oncoming traffic. (Optional: Ask volunteers to serve as “cars” that might back out or drive down the lane in this exercise. They can carry car cutouts or use hula hoops as steering wheels.)
- If there are no “cars” coming or backing out, the participant walks across the drive lane to the other side of the parking lot.

- After crossing the parking lot, each participant moves on to Game #3: Safety Zone.

Game #3: Safety Zone



- Starting at one end of your marked-off parking lot area, participants line up in two groups on either side of the drive lane.
- One at a time, each participant starts by measuring an arm's length from the back of the first parked vehicle.
- Next, the participant walks along the parked cars, staying an arm's length away from the back of the vehicle. (This is the safety zone.)
- Work with three groups of four participants at a time, sending a group to each of the three games.
 - Each game will need an Adult Leader.
 - Groups rotate between games until they've completed the entire relay.

Suggested Supplies

- At least 8 parked cars, preferably with several SUVs (or boxes/stacked gym mats)
- Cones or other means of marking off the station area
- Stamp or hole punch

Master Supply List

General

- Tables:
 - At least 3 for Station 1, the Registration/Information/First Aid station
 - At least 1 each for other stations
 - Extra tables are always good!
- Signs:
 - Walk-the-Block HQ (with smaller signs indicating Registration, Information, First Aid, and Water/Snacks)
 - For each additional station, 2 large signs indicating the station name
- Walk-the-Block Carnival Passes (enough for projected attendance, plus extras)
- Stamp pads or hole punchers for each station for marking Carnival Passes
- Bean bags or other paperweights to hold down paper materials
- Recycling and trash containers for every station (extra is always good)

Station Setup

- Cones, sidewalk chalk, or other method of marking off space

Station Supply Needs

- Station 1: Walk-the-Block Carnival HQ
 - Copy of this handbook (or just the Walk-the-Block Carnival section) in case of questions
 - Phone list of Planning Committee members and other volunteers
 - Printables: Registration Form, Incident Report Forms, Release Forms, Walk-the-Block Carnival Passes
 - Pens, permanent markers, paper clips, scissors, tape
 - Name tags for volunteers
 - Notepads and/or clipboards
 - Loudspeaker for announcements
 - First aid kit
 - Sunscreen
 - Prizes
 - Water and snacks

- Coolers and ice
 - Trash and recycling cans
- Station 2: Chaos Corner
 - Nothing additional needed
- Station 3: Walk Safe True or False
 - 7 chairs or spot markers
 - 6 Walk Safe True or False cards (laminated, if possible)
- Station 4: Street Crossing Safety
 - Multiple copies of the Street Crossing Safety Poem Printable
- Station 5: Night Bright Costume Race
 - 3 storage bins
 - Costume pieces and clothing items in a mix of sizes and item types; at least half of them should be neon, reflective, or other bright colors
 - Camera (optional)
 - 2-3 rolls of iron-on reflective tape or other reflective items to give away (optional)
- Station 6: Meet Your School Bus
 - School Bus
- Station 7: Driveway Safety
 - 2 large photos or cardboard cutouts of a vehicle
 - Simulated shrub or mailbox (optional)
- Station 8: Walk Sign Red Light/Green Light
 - Printable Walk/Don't Walk Signs
 - Stopwatch (optional)
- Station 9: Intersection Practice
 - 1 or more stop signs plus a chair, easel, or other means of holding it in place
 - Printable Walk/Don't Walk Signs
 - Sidewalk chalk or other method of marking off crosswalks
 - Hula hoops (optional)
 - Clipboards, pens, and copies of Intersection Safety Checklist Printable
- Station 10: Parking Lot Visibility Relay
 - At least 8 parked cars, preferably with several SUVs (or boxes/stacked gym mats)

Sample Promotional Messages

Remember to review the recommendations in Step 5, *Promote Your Activity or Event* (pp. 31-33).

Sample Intro/Announcement Message for Email or Newsletter

Lace up your shoes for the <school name> Walk-the-Block Carnival, coming up on <insert date>!

Walking to school is a great way to help your child stay active. Our Walk-the-Block Carnival is designed to teach kids all about pedestrian safety in a fun, noncompetitive environment. Join us on <insert date> to Meet Your School Bus, play games like Walk Sign Red Light/Green Light, and practice those safety skills with friends and the entire <school name> community.

- The Walk-the-Block Carnival is on <insert day of week>, <insert date>, starting at <insert time> at <insert location>.
- Water and snacks will be available for everyone.
- Every child who completes the entire Walk-the-Block Carnival will receive a fun prize!

To learn more or volunteer to help, please contact the Walk-the-Block Carnival Chair, <insert name> at <contact number>.

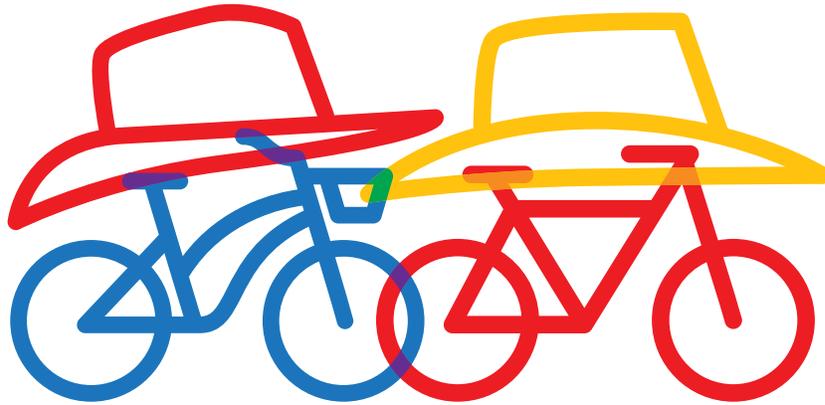
Sample Morning Announcement (One Week Ahead)

Have you heard about the <school name> Walk-the-Block Carnival? It's a great way to learn all about pedestrian safety as you play games, Meet Your School Bus, and enjoy other fun activities with your friends. Plus, if you finish every station in the Walk-the-Block Carnival, you'll win a cool prize!

The Walk-the-Block Carnival is coming up on <insert date>, so get your favorite tennis shoes, sneakers, or kicks ready!

Sample Morning Announcement (Day Before)

Are you ready to rock the block with all your <insert school mascot name> friends? The <insert school name> Walk-the-Block Carnival is tomorrow at <insert time and location>. So lace up your favorite sneakers, tennis shoes, or kicks to learn about pedestrian safety and have a great time with your friends. Complete every station and you'll win a cool prize. Walk on and we'll see you tomorrow.



Bike Rodeo

Bike Rodeo Details

The Bike Rodeo is a fun and festive event that gives participants the opportunity to learn and practice bike safety in a supportive, celebratory environment.

Remember: 5 Core Steps to Planning Success

1. Choose your event(s).
2. Build a core team.
3. Create a planning timeline.
4. Involve partners.
5. Promote your event.

For details, see **p. 24**.

As you work your way through the 5 Core Steps to Planning Success, keep in mind some additional considerations that are specific to the Bike Rodeo.

In Step 1, Choose your event(s), decide how large or small your Bike Rodeo will be.

Like a traditional rodeo, a Bike Rodeo consists of multiple different activities set up as stations, offering the opportunity to scale the size of the event to your student population and resources. You can choose to hold a Basic Bike Rodeo for All Ages or add stations as outlined below. Be prepared for a mix in participants' ages and skill levels.



Basic Rodeo for All Ages

The five-station Basic Rodeo for All Ages is a great option for those hosting this event for the first time and situations in which budget, experience, volunteers, and bandwidth may be limited. With only two stations that involve actual cycling, the Basic Rodeo is simple to set up and particularly appropriate for the youngest students just learning how to ride a bike.

Station 1:	Bike Rodeo HQ (Registration, Information Desk, First Aid, water, and snacks)
Station 2:	Bike Safe Circle Game (all ages)
Station 3:	Helmet Fitting and Bike ABCD Quick Check (all ages)
Station 4:	Starts and Stops (all ages)
Station 5:	Scanning Practice (all ages)

Upper Elementary/Middle School Add-On Stations (Ages 9+)

Expand the Basic Rodeo with one or more Upper Elementary/Middle School Add-On Stations, which are intended to provide intermediate skills practice for riders who have some basic cycling proficiency. Since these stations are more involved to set up and manage, they may require more time and volunteers.

Station 6: Roadway Hazards Course

Station 7: Driveway Safety Course

Station 8: Intersection Safety Course

Advanced Add-On Stations (Ages 10+)

These stations provide a more real-world practice experience for the most advanced students. They are also the most involved in terms of preparation, setup, and volunteer requirements.

Station 9: Advanced Skills Course

Station 10: Optional Group Ride

(See Group Ride instructions starting on [p. 114.](#))

In Step 2, Build a core team, add a Course Coordinator (or two) to your team.

The Course Coordinator is responsible for setting up stations that involve riding any amount of distance. If possible, try to find someone with previous experience setting up courses for a similar event. If you add Stations 6–10, you will more than likely need multiple Course Coordinators as the complexity of your setup will

increase. Course Coordinators also need to be involved with the space planning for the entire event.

During the event, Course Coordinators can work with other volunteers to ensure the safety of all bicyclists and to maintain course layout.

In Step 3, Create a planning timeline, allow plenty of time for site planning.

A Bike Rodeo, especially with the add-on stations, requires a good deal of paved outdoor space. Your school parking lot and playground areas will probably be ideal. If not, you may want to work with the school district to reserve a parking lot at the closest high school or stadium. Plan ahead so you have time to secure necessary permissions.

It also takes time to map out where each station will go and how much space is needed, especially if this is your first Bike Rodeo. The Logistics Coordinator will need to work closely with the Course Coordinator(s) and Event Chair to ensure safe distances and good flow from station to station.

This handbook provides a sample course diagram for each riding station, but you may need to adjust them to fit your particular location and resources.

Station 1: Bike Rodeo HQ

This is the first stop for all participants and the general hub for the entire event. It's where participants will check in, hand in their signed release form, and collect a Bike Rodeo Roundup Card. First Aid should also be located at this station, and you may want to include a water and snack table as well.

Volunteer Requirements

- Bike Rodeo HQ Team Leader
- Nurse or EMS
- 2 registration helpers
- 2-3 water/snack helpers
- 2 prize helpers



Registration Instructions

- Enter each participant's name, grade level, and homeroom teacher on the Participant Registration form.
- Collect the release form from each participant and confirm parent/guardian signatures.
- Issue a Bike Rodeo Roundup Card, complete with first and last name, to each participant.
- Explain how the Bike Rodeo works: Participants go from station to station, collecting stamps or punches on their Bike Rodeo Roundup Card. Once the card is full, they can return to Station 1 to collect a prize, sticker, ribbon, or other recognition.

You may also opt to have volunteers check in at Registration to help the Event Chair keep track of them.



Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2: Bike Safe Circle Game (all ages)
- Station 3: Helmet Fitting and Bike ABCD Quick Check (all ages)
- Station 4: Starts and Stops (all ages)
- Station 5: Scanning Practice (all ages)

Basic Rodeo for All Ages



Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2: Bike Safe Circle Game (all ages)
- Station 3: Helmet Fitting and Bike ABCD Quick Check (all ages)
- Station 4: Starts and Stops (all ages)
- Station 5: Scanning Practice (all ages)
- Station 6: Roadway Hazards Course (Ages 9+)
- Station 7: Driveway Safety Course (Ages 9+)
- Station 8: Intersection Safety Course (Ages 9+)
- Station 9: Advanced Skills Course (Ages 10+)
- Station 10: Optional Group Ride (Ages 10+)

Basic Rodeo for All Ages

Bike Rodeo Roundup Card

Instructions

- Cut out these cards and punch a hole where indicated.
- Using pipe cleaners, large twist ties, or string, attach the Roundup Card to the participant's bicycle, backpack, or wrist.
- As participants complete each station, volunteers mark the card.
- At the end of the event, participants with a completed Roundup Card will return it to HQ (Station 1).



Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2: Bike Safe Circle Game (all ages)
- Station 3: Helmet Fitting and Bike ABCD Quick Check (all ages)
- Station 4: Starts and Stops (all ages)
- Station 5: Scanning Practice (all ages)
- Station 6: Roadway Hazards Course (Ages 9+)
- Station 7: Driveway Safety Course (Ages 9+)
- Station 8: Intersection Safety Course (Ages 9+)
- Station 9: Advanced Skills Course (Ages 10+)
- Station 10: Optional Group Ride (Ages 10+)

Basic Rodeo for All Ages + Upper Elementary/Middle School Add-on Stations + Advanced Add-on Stations

Printable Bike Rodeo Roundup Cards (see Appendix, pp. A35–A36)

Station 2: Bike Safe Circle Game

This is a circle running game, with one participant in the middle. In each round of gameplay, the object is for the player in the middle to secure a spot in the circle, leaving another player in the middle. The overall object of the game is to build familiarity with basic bicycle safety tips. Expect to run the game multiple times as you form different groups of participants arriving at the station.

Volunteer Requirements

- Station Leader
- 1-2 helpers



Space and Setup Requirements

Decide on a maximum number of participants per group, based on a realistic estimate of Bike Rodeo attendance. Choose a number that is divisible by 7 (because there are 7 tips total), with an upper limit of 42 participants to keep things manageable. Mark space for a circle that can accommodate your maximum group size, plus room for several participants at a time to safely run around the outside of the circle.

Instructions

- Ask the group to sit down in the circle, with one participant in the middle.
- Distribute one Bike Safety Tip Card to each participant and explain how the game works. Remind participants to have fun but to be mindful of each other's safety as they play.
- How it works:
 - For each round of the game, the Station Leader will call out two Bike Safety Tips randomly and then say "Go."

- All players who have one of those Tips on their card must jump up and run to a new, empty spot on the circle.
- The player in the middle tries to steal an empty spot on the circle, regardless of what their activity card says.
- After everyone is finished running, the player who is “left over” (who doesn’t secure a new spot on the circle) is now in the middle.
- Plan to play up to six rounds. In between rounds, ask each player to pass their card to the person on their right and/or swap with the person in the middle. This enables each player to read several safety rules in addition to hearing them all repeatedly.
- After six rounds, everyone should be energized and alert. Finish the game by reading each Bike Safety Tip out loud and briefly discussing with the group.
- Finish by stamping or punching each participant’s Bike Rodeo Roundup Card for Station 1.

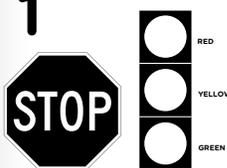
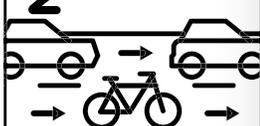
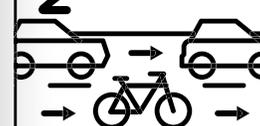
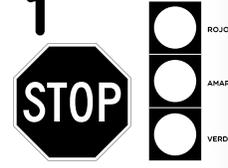
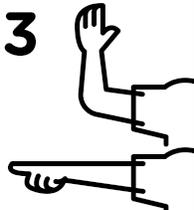
Suggested Supplies

- Up to 6 sets of Bike Safety Tip Cards
- Master list of Bike Safety Tips (for the Station Leader)
- Up to 42 spot markers to indicate places for each participant (optional)
- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area

Instructions

Before the event, make sets of double-sided Bike Safety Tip Cards on colored cardstock. Line up page 1 in English with page 1 in Spanish and combine into a double-sided copy. Then do the same with page 2. Make up to six sets, depending on your planned maximum group size. It’s helpful to copy each set onto a different color of cardstock. Once the copies are complete, cut into individual cards and laminate if possible.

Printable: Bike Safety Tip Cards

<p>Bike Safety Tip</p> <p>1</p>  <p>Obey all traffic signs and signals</p>	<p>Bike Safety Tip</p> <p>2</p>  <p>Ride in the same direction as other traffic</p>	<p>Consejo de Seguridad</p> <p>2</p>  <p>Monta en la misma dirección que el tráfico</p>	<p>Consejo de Seguridad</p> <p>1</p>  <p>Obedece todas las señales y signos de tráfico</p>
<p>Bike Safety Tip</p> <p>3</p>  <p>Use hand and arm signals</p>	<p>Bike Safety Tip</p> <p>4</p>  <p>One rider per saddle</p>	<p>Consejo de Seguridad</p> <p>4</p>  <p>Un ciclista por asiento al montar</p>	<p>Consejo de Seguridad</p> <p>3</p>  <p>Usa signos con el brazo y las manos</p>
<p>Bike Safety Tip</p> <p>5</p>  <p>Keep at least one hand on the handlebars</p>	<p>Bike Safety Tip</p> <p>6</p>  <p>Bicycles must have a white light on the front and a red reflector or red light on the rear (for riding at night)</p>	<p>Consejo de Seguridad</p> <p>6</p>  <p>Las bicicletas deben tener una luz blanca en el frente y un reflector rojo o una luz roja en la parte de atrás (al montar po la noche)</p>	<p>Consejo de Seguridad</p> <p>5</p>  <p>Mantén por lo menos una mano en el manubrio</p>
<p>Bike Safety Tip</p> <p>7</p>  <p>Use effective brakes capable of making the braked wheel skid</p>	<p>Bike Safety Tips</p> <ol style="list-style-type: none"> 1. Obey all traffic signs and signals. 2. Ride in the same direction as other traffic. 3. Use hand and arm signals. 4. One rider per saddle. 5. Keep at least one hand on the handlebars. 6. Bicycle must have a white light on the front and a red reflector or red light on the rear (for riding at night). 7. Use effective brakes capable of making the braked wheel skid. 	<p>Consejos de Seguridad</p> <ol style="list-style-type: none"> 1. Obedece todas las señales y signos de tráfico. 2. Monta en la misma dirección que el tráfico. 3. Usa signos con el brazo y las manos. 4. Un ciclista por asiento al montar. 5. Mantén por lo menos una mano en el manubrio. 6. Las bicicletas deben tener una luz blanca en el frente y un reflector rojo o una luz roja en la parte de atrás (al montar po la noche). 7. Usa frenos eficaces capaces de hacer que la rueda derrape al frenar. 	<p>Consejo de Seguridad</p> <p>7</p>  <p>Usa frenos eficaces capaces de hacer que la rueda derrape al frenar</p>

Cards can be found in the Appendix, pp. A37-A40.

Station 3: Helmet Fitting and Bike ABCD Quick Check

While it's a great idea for every participant to have a complete bicycle and helmet safety inspection, it's not hard to provide a helpful quick check during your Bike Rodeo.

Volunteer Requirements

- 2 Station Leaders (you may want to have a designated Quick Check Leader who is an experienced cyclist)
- 2-3 volunteers

Space and Setup Requirements

Mark off a space large enough for two participants on bicycles, each working with an adult volunteer, plus at least one parent per participant. Plan for a line and "entrance" to the area at the front, with an "exit" to the rear to avoid traffic issues.

Instructions

- Instruct participants to form a line at the entrance to the station, then bring two in at a time.
- Using the Printable guides on **pp. A14-A15**, have the Station Leaders perform a Helmet Fitting Check and a Bike ABCD Quick Check with each participant.



- If any concerns arise, discuss them with the parent.
- Finish by stamping or punching each participant's Bike Rodeo Roundup Card for Station 2.
- Dismiss participants through the exit at the rear of the station.

Suggested Supplies

- Printable Helmet Fit Check and Bike ABCD Quick Checklist (laminated, if possible)
- 2 clipboards
- Pens
- Extra copies of the Printables for parents
- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area

Helmet Fit Check

Size

The helmet should sit flat on the head, without moving back and forth easily.

Eyes

While wearing the helmet, the rider should be able to see its bottom rim. The rim should be one to two finger-widths above the eyebrows.

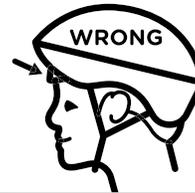
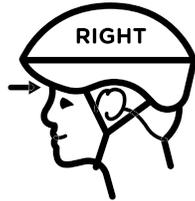
Ears

Make sure the straps of the helmet form a "V" under the ears when buckled. The strap should be snug but comfortable.

Mouth

Ask the rider to open their mouth as wide as possible. Can they feel the helmet hug their head? If not, tighten those straps and make sure the buckle is flat against the skin.

Source: Texas Children's Hospital Center for Childhood Injury.



Bike ABCD Quick Check

A is for Air/Wheels

- Is the air pressure in the tires correct? Are the tires in good shape?
- Do the wheels spin freely on the hub? Are all the spokes tight?

B is for Brakes

- Do the brakes make the wheels skid?
- Are the pads in good shape?
- Spin both wheels. Do the brake pads rub?

C is for Chain/Crank/Pedal

- Is the chain straight?
- Is the chain clean and lightly oiled? Is it free of rust?
- Is the crank tight and secure?
- Are the pedals tight and secure?

D is for Drop

- Raise the bike about 2 inches and drop it. Does it make noise? Something may be loose.

Quick/Check

- **Quick:** If the bike is equipped with quick release fittings, are they properly adjusted?
- **Check:** Ride around slowly. Does the bike appear to operate properly?

Source: BikeTexas.org



Printables can be found in the Appendix, [pp. A14-A15](#).

Station 4: Starts and Stops

In cycling, the ability to start and stop with control is a fundamental safety skill—one that’s often overlooked. This station focuses entirely on learning and practicing efficient starts and stops without riding more than a few feet.

Volunteer Requirements

- Station Leader
- 2 helpers

Space and Setup Requirements

Space needed for this activity depends on the number of participants you plan to work with at one time. Groups of 2–3 can work together in a space roughly 10 feet square. You’ll need more space if you plan to bring in groups of four or more. Set up an area for instruction at one end of a large rectangle with a riding area of about 10 feet.

Instructions

- Demonstrate each activity first, then work with participants to practice.
- Starts:
 - Straddle the bicycle (no sitting) with both feet on the ground.
 - Raise the right pedal to the ten o’clock position so you have power to start.
 - Put your right foot on the pedal and keep your left foot on the ground.
 - Push off with the left foot. At the same time, stand up on the right pedal. Coast forward without pedaling.
 - Coast to a stop while standing on the pedal that has been pushed down.



Photo Credit: City of Austin Safe Routes to School

- Stops:
 - Do not drag your feet to stop.
 - For coaster brake bikes, pedal backward to stop.
 - For hand brakes, squeeze the brake levers evenly with both hands and continue doing so until the bike nears a stop. (Note: Hand brakes are not the best choice for small children.)
 - As the bike nears a stop, slide off the seat and put your weight on a pedal in the down position.
 - Take your other foot off the pedal and prepare to place it on the ground once you've slowed enough.
- Once participants are comfortable with the basics, add pedaling in between and practice transitioning.

Suggested Supplies

- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area

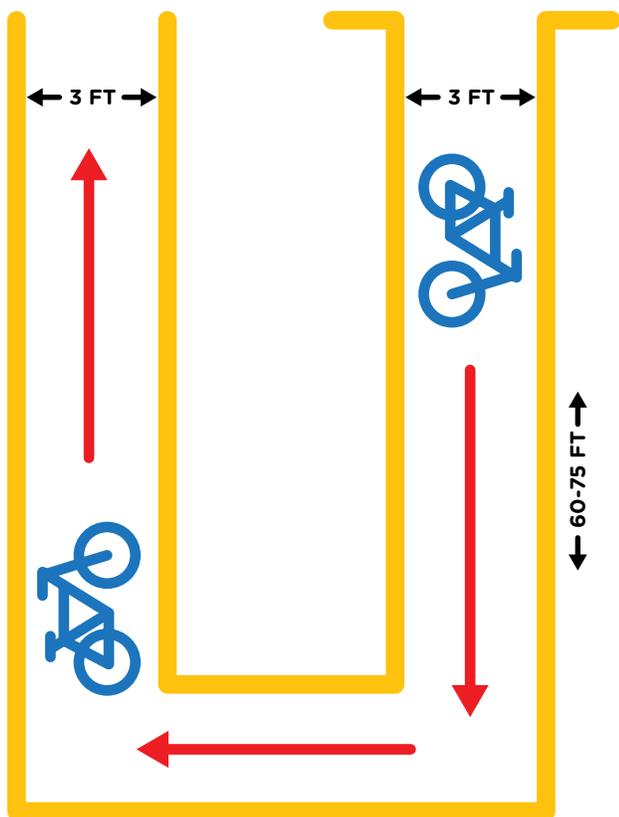
Station 5: Scanning Practice

Crashes often occur when bicyclists swerve suddenly or make left turns without looking. This station is designed to teach young riders to scan in front and behind without swerving, falling, or otherwise deviating from their path.

Volunteer Requirements

- Station Leader
- At least 1 Follower
- 1-2 helpers if available

Course Diagram



Instructions

- Discuss the importance of scanning for traffic in front of and especially behind you when riding.
- Demonstrate how riders have a natural tendency to swerve left when looking behind.
- Next, demonstrate how to ride the course:
 - Ride through the course in the direction of the arrows shown in the diagram. Concentrate on staying in a straight line. Scan behind you at every turn.
 - Ride through a second time, with an adult Follower walking about 10 feet behind, carrying a large photo or a cardboard cutout of a car.
 - Occasionally, the Follower will call out “Look!” and the rider must look behind for a car. The Follower should sometimes hold up the car image and sometimes not.
 - Whenever the Follower calls out “Look!” the rider must say “Car” or “No Car.”

- Take participants through the course twice. If they demonstrate proficiency, send them through a third time.
 - On the third round, the rider must scan without being prompted to look, still indicating whether there's a car behind.

Suggested Supplies

- Large photo or cardboard cutout of a car
- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area



Station 6: Roadway Hazards Course (Ages 9+)

Young cyclists may fail to notice roadway hazards, react to them too late, or lose control of their bicycle when attempting to avoid a hazard. This station is designed to teach participants to notice and avoid hazards safely. Large wet sponges stand in for roadway hazards—they won't blow away easily and can be run over by a cyclist without the likelihood of a fall.

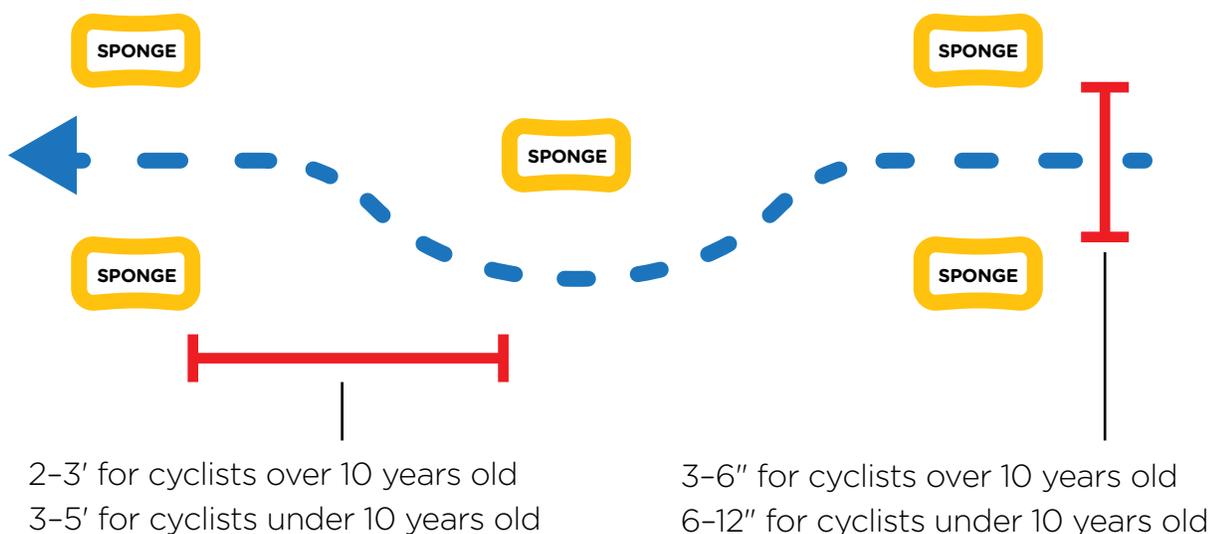
Volunteer Requirements

- Station Leader
- 1-2 helpers

Course Diagram

The center sponge is the main obstacle. The pairs of sponges close together in front of and past it are there to make sure participants don't merely swerve widely around the central obstacle. For larger student populations, you may opt to set up two courses side by side, with different spacing between the sponges to handle two groups with different proficiency.

NOTE: *This activity is designed to mimic a situation in which the bicyclist is riding at normal speed and suddenly encounters an obstacle.*



Instructions

- Discuss the types of hazards normally encountered on the road such as rocks, glass, potholes, manhole covers, lane markers, and litter.
- Discuss the importance of avoiding them without swerving.
- Demonstrate the course first:
 - Begin riding at normal speed through the course.
 - As you approach a sponge, ride straight toward the obstacle without slowing.
 - Steer around the sponge *at the last minute*:
 - Turn the handlebars to avoid the object.
 - Then turn them back the other way to put the bike back in the intended line of travel.
- Ask participants to ride the course 2-3 times until they have mastered the skill of avoiding the sponges.

Suggested Supplies

- 4 large sponges in one color, 1 additional sponge in another. You can also use just one color and write “ROCK” with a permanent marker on the center sponge.
- Bucket with water for rewetting sponges
- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area



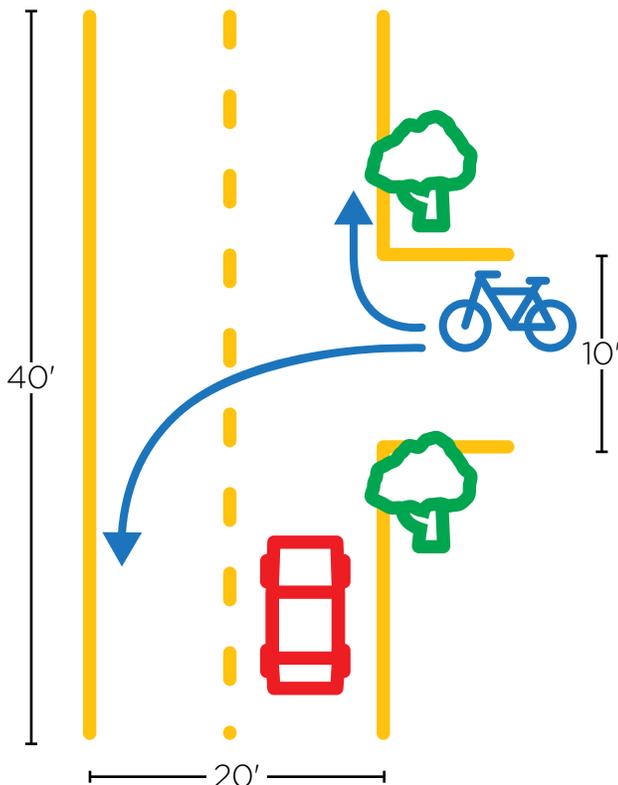
Station 7: Driveway Safety Course (Ages 9+)

Young cyclists often enter the roadway from their driveway (or a friend's). This can be tricky, as they often don't expect to encounter vehicles or pedestrians traveling from either direction. Shrubs and other visual obstructions can be an issue as well. This station is designed to teach children why they should always stop and look both ways at the end of any driveway, and then reinforce that knowledge with practice.

Volunteer Requirements

- Station Leader
- 2-3 helpers

Course Diagram



Instructions

- First, explain that participants should pretend the course is their driveway, and the reasons for this activity.
- Next, demonstrate the course:
 - Walk the bicycle to the end of the driveway. This removes the temptation to ride out into the road without looking.
 - Stop at the end of the driveway and look Left-Right-Left for traffic.

- Adult volunteers will randomly hold up car signs to the left and the right, changing the traffic often.
- If a car is spotted the first time the rider looks, look Left-Right-Left again until the traffic is clear.
- Prepare for takeoff by positioning a pedal in the ten o'clock position. This allows for quick momentum and minimal hesitation when the coast is clear.
- Proceed onto the roadway when it is safe.
- Run participants through the course twice, exiting both to the left and the right.
- Add a simulated shrub, mailbox, or other visual obstruction to the end of the driveway for additional difficulty.

Suggested Supplies

- 2 large photos or cardboard cutouts of a car
- Simulated shrub or mailbox (optional)
- Stamp or hole punch
- Cones, sidewalk chalk, or other means of marking off the station area

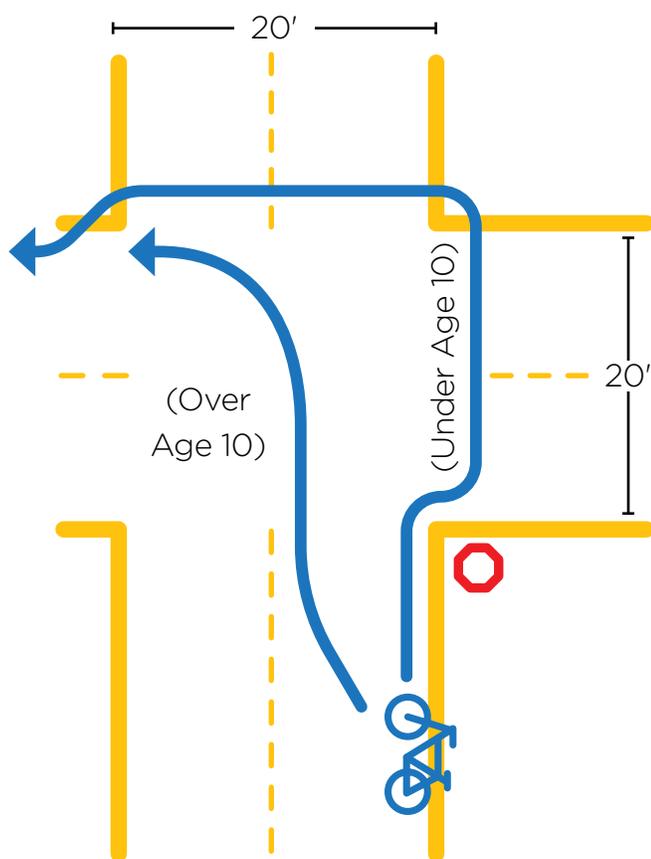
Station 8: Intersection Safety Course (Ages 9+)

Intersections present multiple challenges for young bicyclists—navigating stop signs, scanning for traffic, signaling, deciding when it’s safe to proceed, and then taking off quickly and safely.

Volunteer Requirements

- Station Leader
- 3-4 helpers

Course Diagram



Instructions

- First, discuss the many challenges of navigating an intersection, including visual obstructions that might block the rider’s view or that of motorists, who might not see the rider. Discuss why it’s not safe to simply follow a friend riding in front of you.
- Next, demonstrate the course:
 - Participants ride up to and through the intersection with instructions to go straight or make a turn.
 - Approach the “stop line,” then check sidewalks and crosswalks for pedestrians.
 - Stop and wait behind the “stop line” if anyone is about to cross.
 - Then pull far enough forward to get a good view of traffic. Put one pedal in the proper position for a power takeoff.
 - Check Left-Right-Left, and when the intersection is clear, signal and cross.
- Take the time to demonstrate options for left turns:
 - Experienced riders can make the left turn if they are confident and proficient.

- Younger and less confident riders should dismount at the stop line and walk their bike to the crosswalk, and then walk the bike through both crosswalks to execute a left turn. Finally, they should scan in all directions before re-entering the roadway to travel in their desired new direction.
- Expect participants to need at least 2-3 times through the course in order to master these complex skills.

Suggested Supplies

- 1 or more stop signs plus a chair, easel, or other means of holding it in place
- 2-3 large photos or cardboard cutouts of a car
- Sidewalk chalk or other method of marking off crosswalks
- Stamp or hole punch
- Cones, chalk, or other means of marking off the station area

Station 9: Advanced Skills Course (Ages 9+)

Create your own advanced skills course to give participants the chance to practice in combination all of their new skills and knowledge. Try to incorporate most or all of the scenarios explored in the earlier stations as space and resources allow.

Volunteer Requirements

- Station Leader
- 3-4 checklist helpers
- 2-4 other helpers

Course Planning

- Take advantage of the most natural road environment possible.
 - Consider a portion of a long driveway or a section of a street temporarily blocked from traffic.
 - Use natural objects whenever possible, such as real vehicles and stop signs.
- Include as many of the following as possible:
 - Stop sign
 - Intersection or driveway
 - Left- and right-hand turns
 - Scanning



- Hazards (sponges, pylons, or other soft item)
- Sight obstructions (cars, bushes, fences, dumpsters)
- Parked vehicles

Instructions

- Explain to participants that they will ride through the course while adult volunteers watch for the following:
 - Power takeoffs and proper stops

- Looking Left-Right-Left
 - Scanning behind for traffic
 - Spotting and avoiding hazards
 - Using hand signals
 - Properly executing turns
 - Riding a safe distance from parked vehicles (if used)
- Demonstrate the course.
 - Have participants ride through the course at staggered intervals, each with an adult volunteer watching and marking the Course Checklist.
 - Go over the checklist with each participant, praising good efforts and showing where there may be room for improvement.
 - Invite the participant to ride again and practice where needed.

Suggested Supplies

- ◻ 1 or more stop signs plus a chair, easel, or other means of holding it in place
- ◻ 2–3 large photos or cardboard cutouts of a car
- ◻ Sidewalk chalk or other method of marking off crosswalks
- ◻ Simulated shrubs or other visual obstructions (optional)
- ◻ Real parked vehicles (optional)
- ◻ Multiple copies of the Course

Checklist (Use your projected attendance for a rough count.)

- ◻ 3–4 clipboards for checklist helpers
- ◻ Pens or pencils
- ◻ Stamp or hole punch
- ◻ Cones, chalk, or other means of marking off the course and station area

Course Checklist

Observe one rider as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

Skill	Successfully executed?		Notes
	Yes	No	
Power takeoffs	Yes	No	
Looking Left-Right-Left at intersections and driveways	Yes	No	
Proper stops (uses brakes, no foot dragging)	Yes	No	
Scanning behind for traffic	Yes	No	
Spotting and avoiding hazards	Yes	No	
Using hand signals	Yes	No	
Properly executing right turns	Yes	No	
Properly executing left turns (on roadway or walking bike through crosswalks)	Yes	No	
Riding a safe distance from parked cars (if used)	Yes	No	

Additional Notes:

Bike Rodeo Station 9: Advanced Skills Course (Ages 10+)

Printable can be found in the Appendix, [p. A41](#).

Master Supply List

General

- Tables:
 - At least 3 for Station 1, the Registration/Information/First Aid station
 - At least 1 each for other stations
 - Extra tables are always good!
- Signs:
 - Bike Rodeo HQ (with smaller signs indicating Registration, Information, First Aid, and Water/Snacks)
 - For each additional station, 2 large signs indicating the station name
- Bike Rodeo Roundup Cards (enough for projected attendance, plus extras)
- Stamps and stamp pads or hole punchers for each station (for marking Roundup cards)
- Bean bags or other paperweights to hold down paper materials
- Recycling and trash containers for every station (extra is always good)

Course Setup

- Sports tape measure
- Cones, sidewalk chalk, or other method of marking off space

Station Supply Needs

- Station 1 - Bike Rodeo HQ
 - Phone list of Planning Committee members and other volunteers
 - Volunteer check-in sheet
 - Printables: Registration Form, Incident Report Forms, Release Forms, Bike Rodeo Roundup Cards
 - Pens, permanent markers, paper clips, scissors, tape
 - Name tags for volunteers
 - Notepads and/or clipboards
 - Loudspeaker for announcements
 - First aid kit
 - Sunscreen
 - Prizes
 - Water and snacks
 - Ice chest(s) and ice

- Station 2: Bike Safe Circle Game
 - Up to 6 sets of laminated Bike Safety Tip Cards
 - Master list of Bike Safety Tips (for the Station Leader)
 - Up to 42 spot markers to indicate places for each participant (optional)
- Station 3: Helmet Fitting and Bike ABCD Quick Check
 - Printable Helmet Fit Check (laminated, if possible)
 - Printable Bike ABCD Quick Check list (laminated, if possible)
 - 2 clipboards
 - Pens
 - Extra copies of Printables for parents
- Station 4: Stops and Starts
 - Nothing additional needed
- Station 5: Scanning Practice
 - Large photo or cardboard cutout of a car
- Station 6: Roadway Hazards Course
 - 4 large sponges in one color, 1 additional sponge in another (or 5 same-color sponges and a permanent marker)
 - Bucket with water for rewetting the sponges
- Station 7: Driveway Safety Course
 - 2 large photos or cardboard cutouts of a car
 - Simulated shrub or mailbox (optional)
- Station 8: Intersection Safety Course
 - 1 or more stop signs plus a chair, easel, or other means of holding it in place
 - 2–3 large photos or cardboard cutouts of a car
 - Sidewalk chalk or other method of marking off crosswalks
- Station 9: Advanced Skills Course
 - 1 or more stop signs plus a chair, easel, or other means of holding it in place
 - 2–3 large photos or cardboard cutouts of a car
 - Sidewalk chalk or other method of marking off crosswalks
 - Simulated shrubs or other visual obstructions (optional)
 - Real parked cars (optional)
 - Multiple copies of the Course Checklist (use your projected attendance for a rough count)
 - 3–4 clipboards for checklist helpers
 - Pens or pencils

Sample Promotional Messages

Remember to review the recommendations in Step 5, *Promote Your Activity or Event* (pp. 31-33).

Sample Intro/Announcement Message for Email or Newsletter

We're all getting excited about the <school name> Bike Rodeo, coming up on <insert date>!

Biking to school is a fantastic way to build healthy, fun habits for your child. Join us on <insert date> for a day full of fun at the Bike Rodeo. You and your family will have a great time learning and practicing biking safety skills with friends and the entire <school name> community.

At the Bike Rodeo, volunteers will check your child's bike and helmet for safety. Then, each child will go from station to station, learning more about bicycle safety and practicing their safe riding skills in a noncompetitive and supportive environment. Every child who completes the entire Rodeo will receive a fun prize!



Here's what you need to know to get ready:

- The Bike Rodeo starts at <insert start time> at <insert location>.
- Bring each child's bike and helmet, and make sure they wear closed-toe shoes.
- Water and snacks will be available for everyone.

To learn more about the Bike Rodeo or volunteer to help, please contact the Bike Rodeo Chair, <insert name> at <contact number and/or email>.

Sample Morning Announcement (One Week Ahead)

Howdy partners! Get ready for the <school name> Bike Rodeo! Coming up on <insert date>, the Bike Rodeo is a super fun way to learn bicycle safety and practice your skills with friends. Complete every station in the Rodeo to win a cool prize!

Don't worry—the Bike Rodeo is not a competition. It's just a chance to learn more and have fun practicing riding safely together. So get your bike and your helmet ready, and be sure to wear closed-toe shoes. See y'all there!

Sample Morning Announcement (Day Before)

Yeehaw! The Bike Rodeo is tomorrow! Join your friends and the whole <school name> community at <insert time and location>. Bring your bike and your helmet, and be sure to wear closed-toe shoes. We'll be having fun and learning more about bicycle safety. You'll even get a chance to practice your skills on our Rodeo riding courses! Complete every station and you'll win a cool prize. See y'all tomorrow!



Group Walk or Ride

Group Walk or Ride Details

A Group Walk or Group Ride is a great way to celebrate big moments on your school calendar, such as the start of the school year, Bike/Walk to School Days, or the end of the semester. You may also choose to incorporate a Group Walk into your Walk-the-Block Carnival, or a Group Ride into a Bike Rodeo. You might even decide to turn them into a school parade. In both activities, the primary objectives are to have fun and practice safety skills in a group.

Volunteer Requirements

- Group Walk: At least three adults—one at the front of the group, one at the rear, and a roamer. Recruit more adults for groups with a large number of students or a wide range of ages and abilities.
- Group Ride: Four adult riders—ride leader, middle leader, and two rear leaders—for every group of 10–20 students. With two rear leaders, one can stop to assist a participant as needed, while the other stays with the group.
- Consider using reflective safety vests to identify leaders, and make sure they model the appropriate Texas safety laws and behaviors.

Route Planning

A safer route is one that favors:

- Streets with the least traffic, moving at the slowest speeds.
- Streets with areas separated from traffic such as sidewalks, bike paths, or dedicated bike lanes. Note: In Texas, bicyclists may use sidewalks, except when prohibited by local government ordinances.
- Fewer street crossings, particularly on busy or high-speed streets.
- Crossings with stop signs or traffic lights, ideally with clearly marked crosswalks and automated walk signs.

Keep in mind: The safest route may not be the shortest one.

Before finalizing your route plan, ride or walk it a few times with one or more children. This will help you experience the route in a real-world scenario. There may be obstacles or issues along the route that simply mapping it won't reveal.

Plan to copy route maps to share with parents, teachers, and other adult participants—or use online tools such as Google Maps to plan and share routes electronically.



Note: *A large group traveling together, especially by bike, might require traffic control, which can only be performed by a uniformed police officer. Contact your nearest police precinct or Texas Department of Public Safety office to discuss your plans and request assistance.*

Suggested Supplies

- Printed route maps
- Start signs
- Megaphone or loudspeaker for start announcements and instructions
- Handheld two-way radios
- Safety vests
- Portable first aid kits, including Incident Report Forms and pen/pencil

Optional: Walk and Bike Safety Parade

With just a few additions, your Group Walk or Ride can become a schoolwide safety parade. Here are a few suggestions:

- Decorate some of the route with signs, sidewalk chalk, and other fun materials before the event. Be sure to get permission from homeowners and business owners first.
- Have walkers carry colorful balloons and student-made signs with school pride and safety messages.
- Consider asking the middle or high school marching band, drum line, mascot, or cheerleaders to escort your group or greet them at the end.
- Invite elected officials and local luminaries to participate.
- Invite students to develop a theme or a slogan that paraders can chant and use on their signs.
- Encourage paraders to wear school colors or costumes (must be safe for riders). Cyclists can decorate their bikes and helmets, but keep it safe.

Printable: Starting Announcements

Group Walk Starting Announcements

- Stay behind the leader at the front of the group.
- Walk. Don't run.
- Cross only at a crosswalk or corner.
- Before you cross the street, stop and scan the area. Look left, right, and left again until no vehicles are coming.
- Watch for vehicles turning right at stop signs and red lights, even when you have the walk signal.

Group Walk or Ride

Walk and Bike Safety Parade

Group Ride Starting Announcements

- Stay behind the leader at the front of the group.
- Ride a straight, predictable line.
- Keep both hands on the handlebars.
- No more than 2 people can ride side-by-side.
- If there is traffic, ride single file.
- Be sure to signal your turns.
- Call out turns and hazards in the road to help your friends.

Group Walk or Ride

Walk and Bike Safety Parade

See Printable, [p. A42](#).

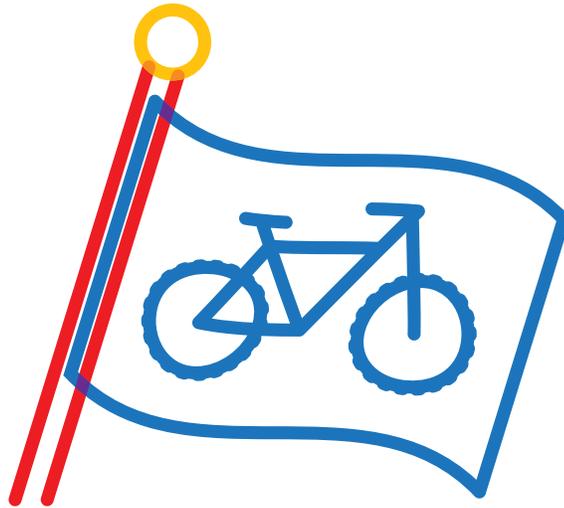
Sample Promotional Messages

Remember to review the recommendations in Step 5, *Promote Your Activity or Event* ([pp. 31-33](#)).

Sample Info/Announcement Message for Email or Newsletter

Please join our school's <Group Walk/Group Ride> on <insert day and date>. Led by parent volunteers, students will

<walk/bike> from the school through <insert route overview> and back to the school. It's a great opportunity for students to practice their safety skills with friends and adult supervision. To participate, meet at <school campus location> at <time>. **[If it's a Group Ride]** Be sure to bring your bicycle and a helmet and wear closed-toe shoes! For more information or to help volunteer, contact <contact name> at <phone number and/or email>.



Off-Road Bike Rally

Off-Road Bike Rally Details

This noncompetitive race is ideal for areas where on-street practice is not an option—and it’s a fun idea for schools in any area. Set up a loop-style course on an athletic field or open play area at the school. Groups of 5–15 riders within the same age category “race” the course together, with older students completing multiple loops as appropriate for their age. As each rider completes the course, they are awarded with cheers and a medallion, ribbon, or other prize.

A Bike Rally is a great way to celebrate big moments on your school calendar, such as the start of the school year, Bike/Walk to School Days, or the end of the semester, or simply to keep the momentum going between larger safety events. You may also choose to incorporate a Bike Rally into your Bike Rodeo.

Volunteer Requirements

- 1 adult leader
- 2 race assistants
- Registration coordinators
- Additional volunteers to hand out medals and prizes

Course Planning

Create a circular bike course in a field or park. Keep the loop small enough to be

easily completed by younger students. Older riders can simply complete multiple loops. Consider going around trees and through some small dips or bumps for added fun. As you finalize the course plan, enlist students of various ages to test the course for difficulty and distance.

Suggested Age Categories

- Ages 5–6
- Ages 7–8
- Ages 9–10
- Ages 11–13

Registration Instructions

- For each participant:
 - Collect release forms and confirm parent/guardian signatures.
 - Select a race number for each student and record the number on their release form.
 - Write the child’s first name on the race number, so the crowd can cheer them on by name.
 - Attach the race number to the bike with 3 twist ties.

- Record the student on the proper Race Registration Form for their age.
- Before handing the list over to the race leader, double-check to make sure the number of riders for each age category matches the number registered.
- Prepare medals, ribbons, or prizes for after each race.

Race Instructions

For each participant:

- Divide participants into groups of up to 15 students within their appropriate age categories (suggested age groups: 5–6, 7–8, 9–10, and 11–13). There may be multiple race groups for certain age categories.
- For each group:
 - Pre-ride a single lap to get familiar with the course experience.
 - Line up again for the race.
 - Call out each student by name so the crowd can cheer.
 - Announce the number of laps for that group—a single lap for the youngest, increasing numbers of laps as groups get older. (Use your judgment.)

- Ready, set, go!
- Cheer all riders and call out their name as they pass.
- Meet each student at the finish to give them a medal, ribbon, and any prizes.
- After the race, take down the course and leave the area clean.

Suggested Supplies

- Signs, banners, and other decorations
- Temporary course markers—traffic cones, landscaping flags, surveyor tape secured with safe tent stakes, or other similar items
- Participant prizes, ribbons, or medals
- Race numbers/bibs
- 6" twist ties
- Multiple copies of the Race Registration Form (one per age group, plus a few extra)
- Clipboard with pen attached
- Permanent markers
- First aid kit, including Incident Report Form and pen/pencil
- Optional: Pompoms, noise makers, and other “cheering” supplies for parents and fans



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Classroom Activity Sheets and Printables

This Appendix includes the Classroom Activity Sheets described in the Grade-Level Activities section and printable forms, handouts, and signs for use in walking and biking events.

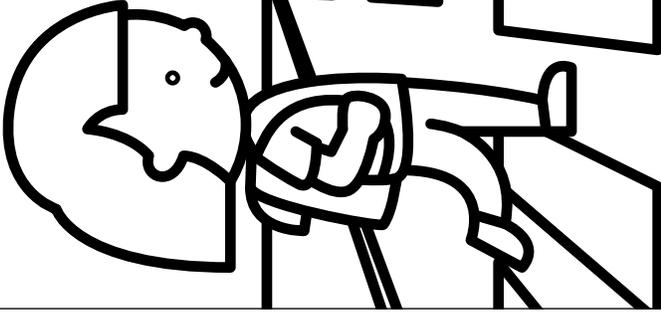
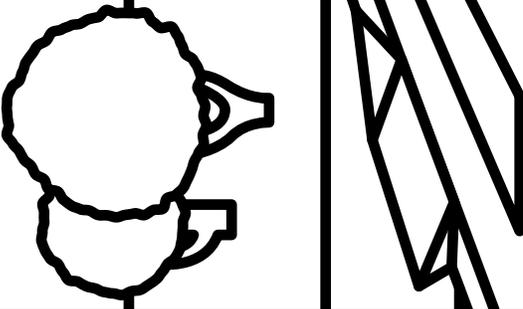
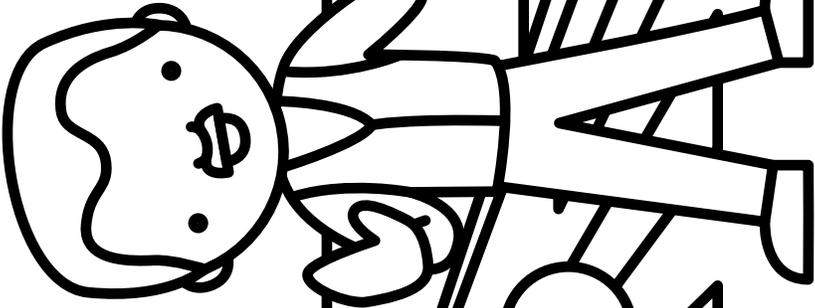
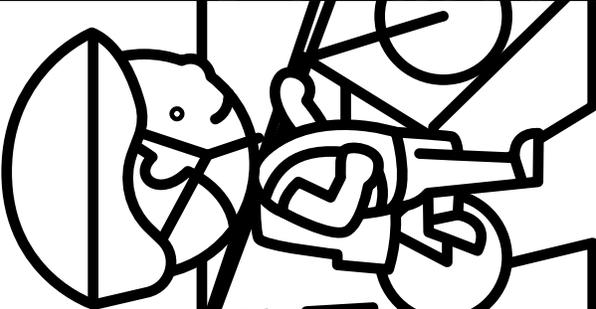
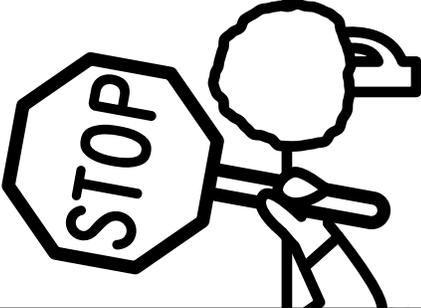
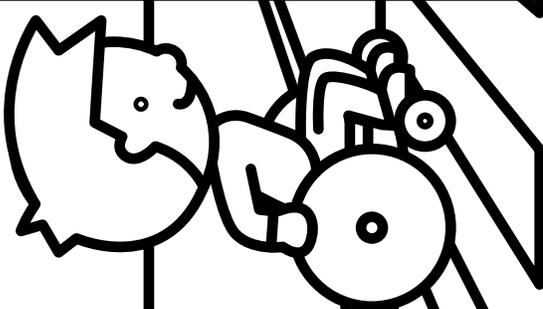
Downloadable PDFs of the Activity Sheets and Printables can be found at TexasSafeRoutesToSchool.org, or you can make copies directly from this handbook.

Crosswalk Picture Puzzle

(Page 1)

Name: _____ Date: _____

Cut out each strip along the thin lines.

					
Cc	Aa	Ee	Dd	Ff	Bb

Crosswalk Picture Puzzle (Page 2)

Name: _____ Date: _____

Paste the strips from Page 1 in the correct letter order. Then color your picture!

--	--	--	--	--

Walk and Bike Safe Word Search

Name: _____ Date: _____

Find and circle the following safety words:

Stop

Safe

Ride

Look

Walk

Wait

Hear

See

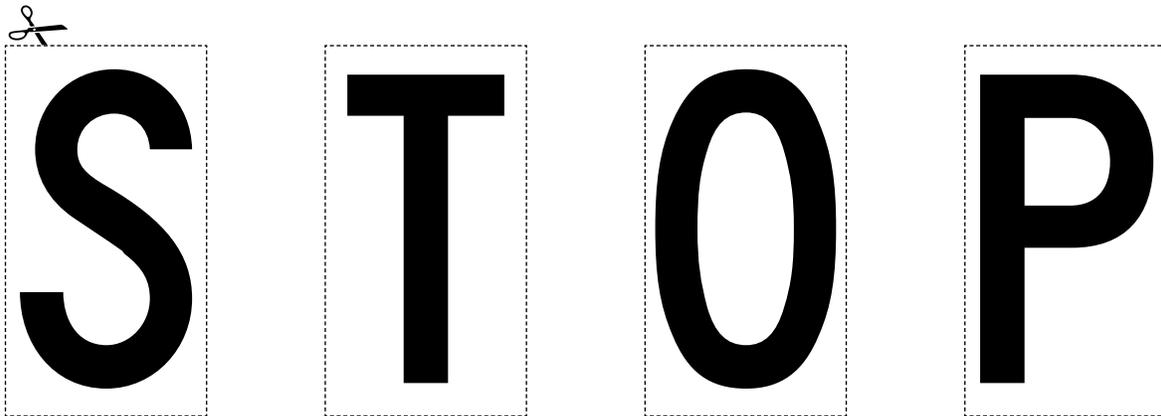
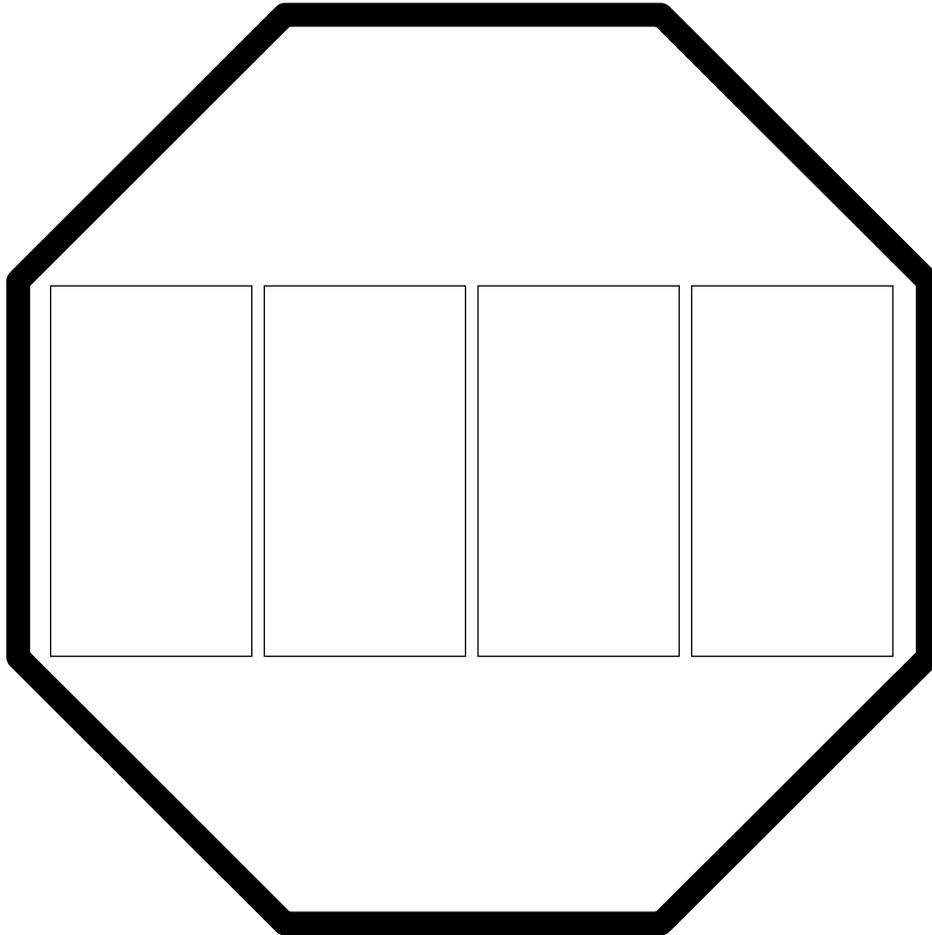
Helmet

b n y a n q w n d g
d k w p k r i d e h
z e a o p a o f h e
n q l y s y z s h l
s z k e e j w t r m
a j i z e x x o q e
f r z e k a q p w t
e b b l o o k x a k
t h e a r u n c i t
b u i q j t w l t f

Stop Sign Word Match

Name: _____ Date: _____

Cut and paste the letters onto the sign.



Safety Signs Word Match

Name: _____ Date: _____

Draw a line from the pictures to the correct safety word.



Bike lane

Stop

Don't walk

Crosswalk

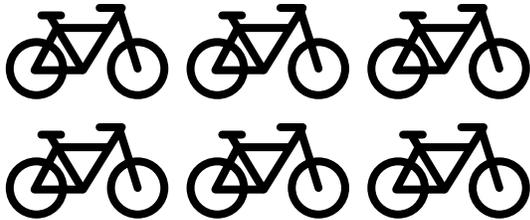
Walk

School zone

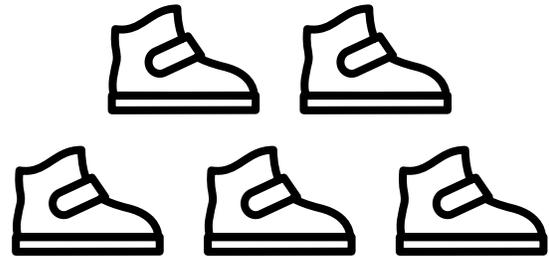
Walk and Bike Safe Counting Activity

Name: _____ Date: _____

Count the number of objects.



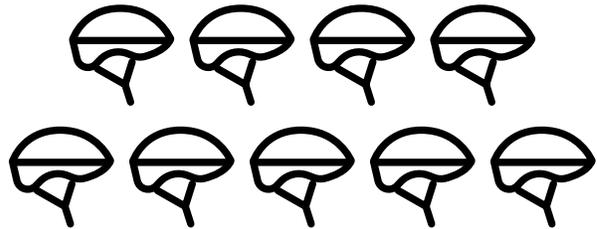
How Many? _____



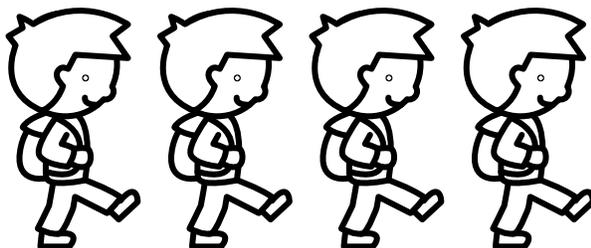
How Many? _____



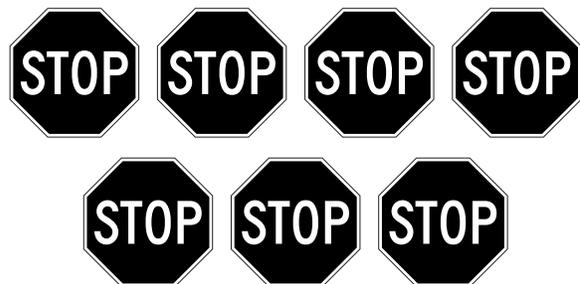
How Many? _____



How Many? _____



How Many? _____



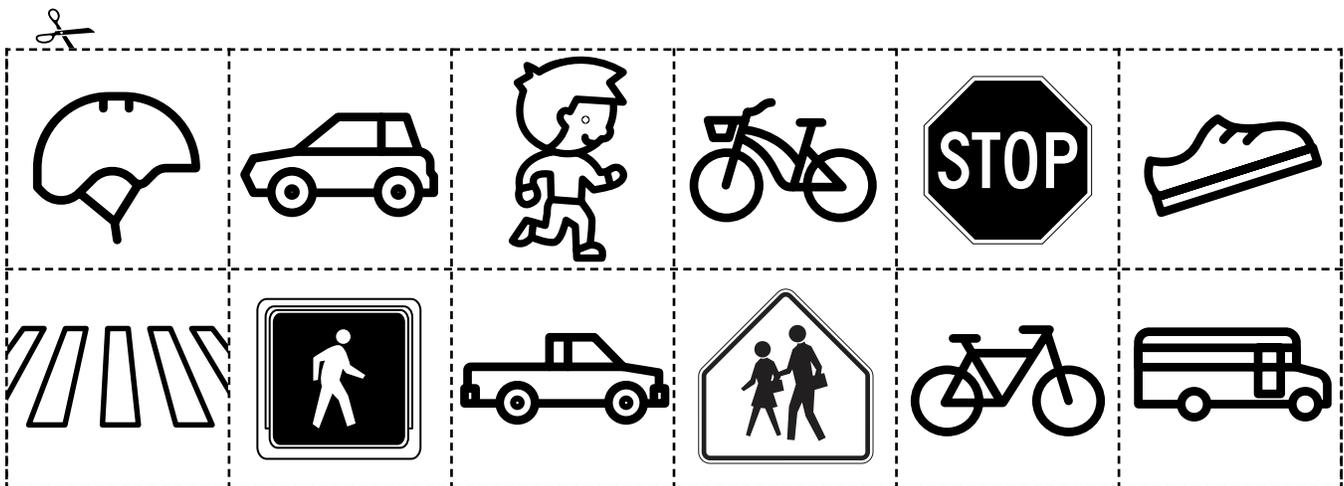
How Many? _____

Walk and Bike Safe Sorting Game

Name: _____ Date: _____

Cut out each picture, then paste them into the correct group.

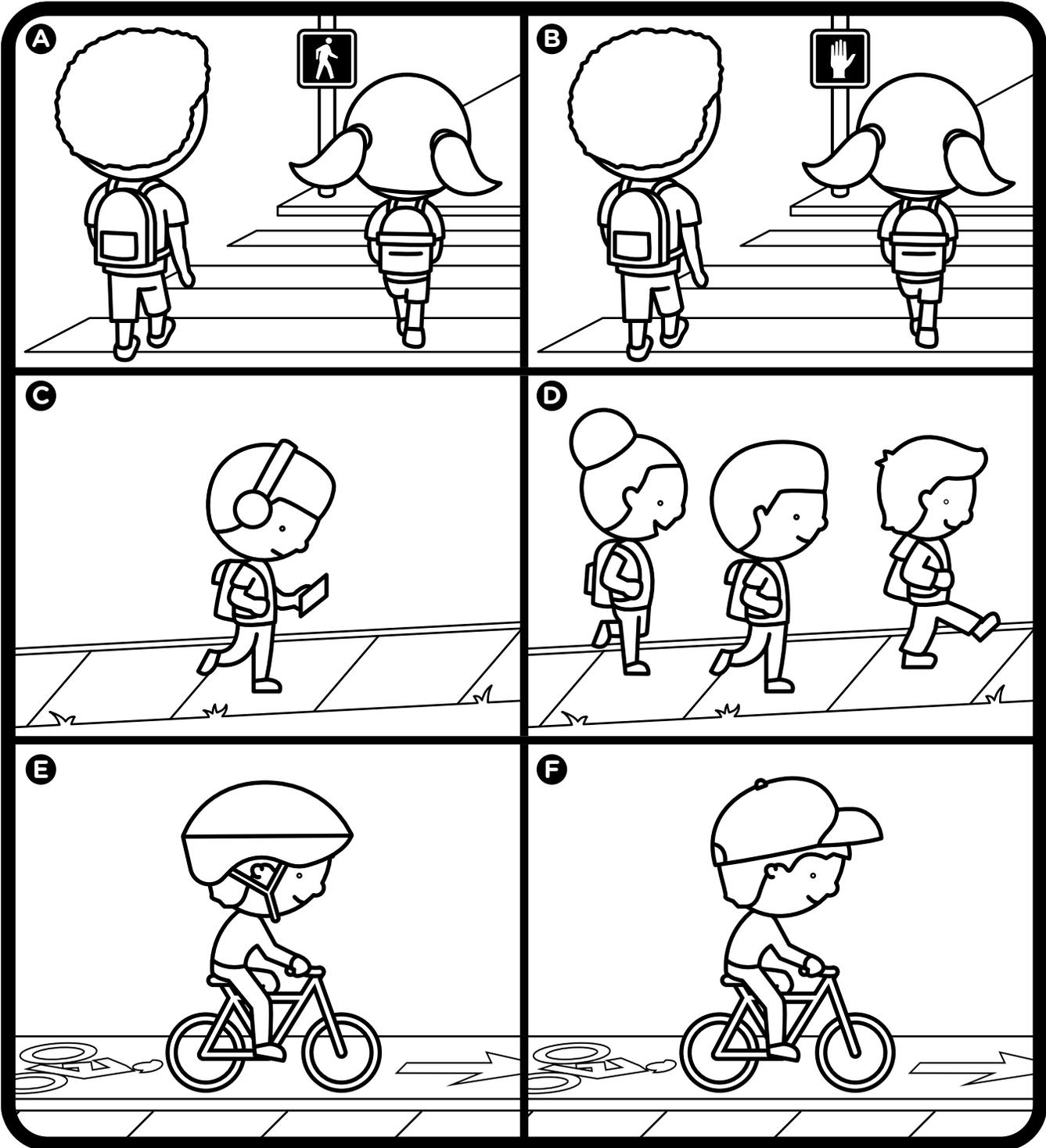
Walking	Biking	Safety Signs	Vehicles



Make Safe Choices Coloring Page

Name: _____ Date: _____

Color the pictures below. If you see a safe choice, circle it. If you see an unsafe choice, mark it with an X.

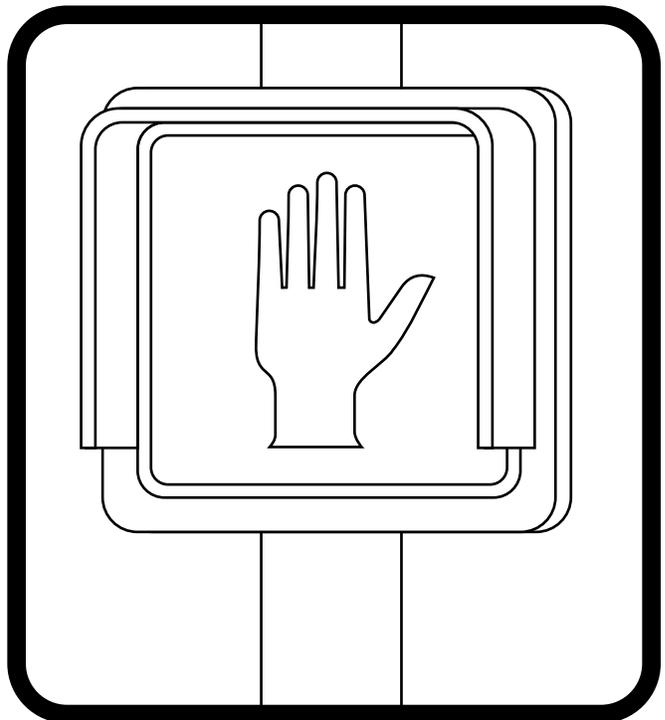
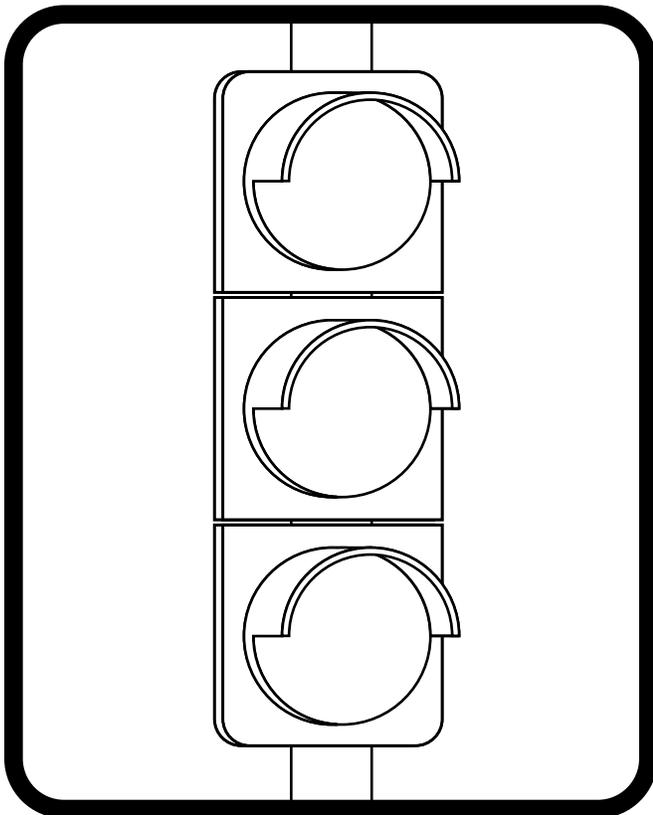
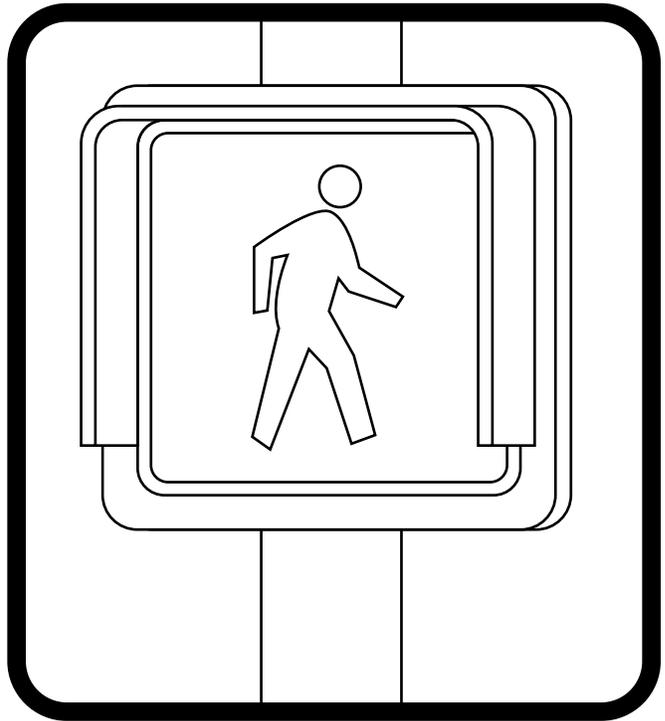
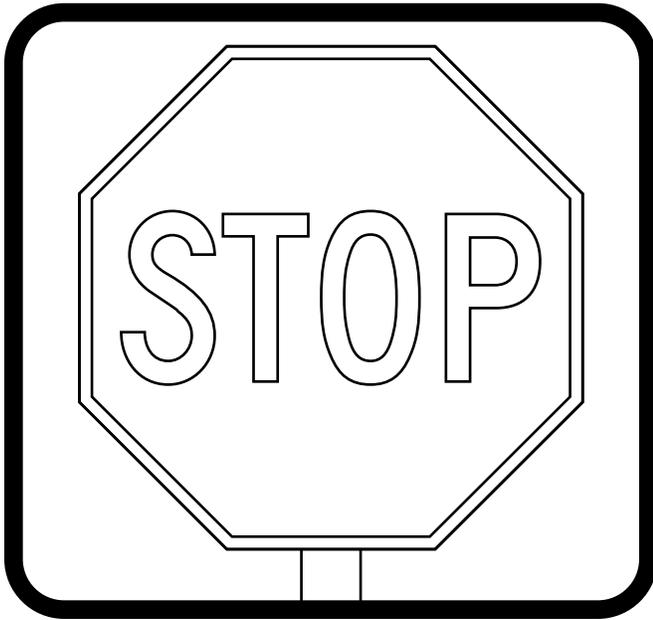


Safe Choices: A, D, E

Traffic Signals Coloring Page

Name: _____ Date: _____

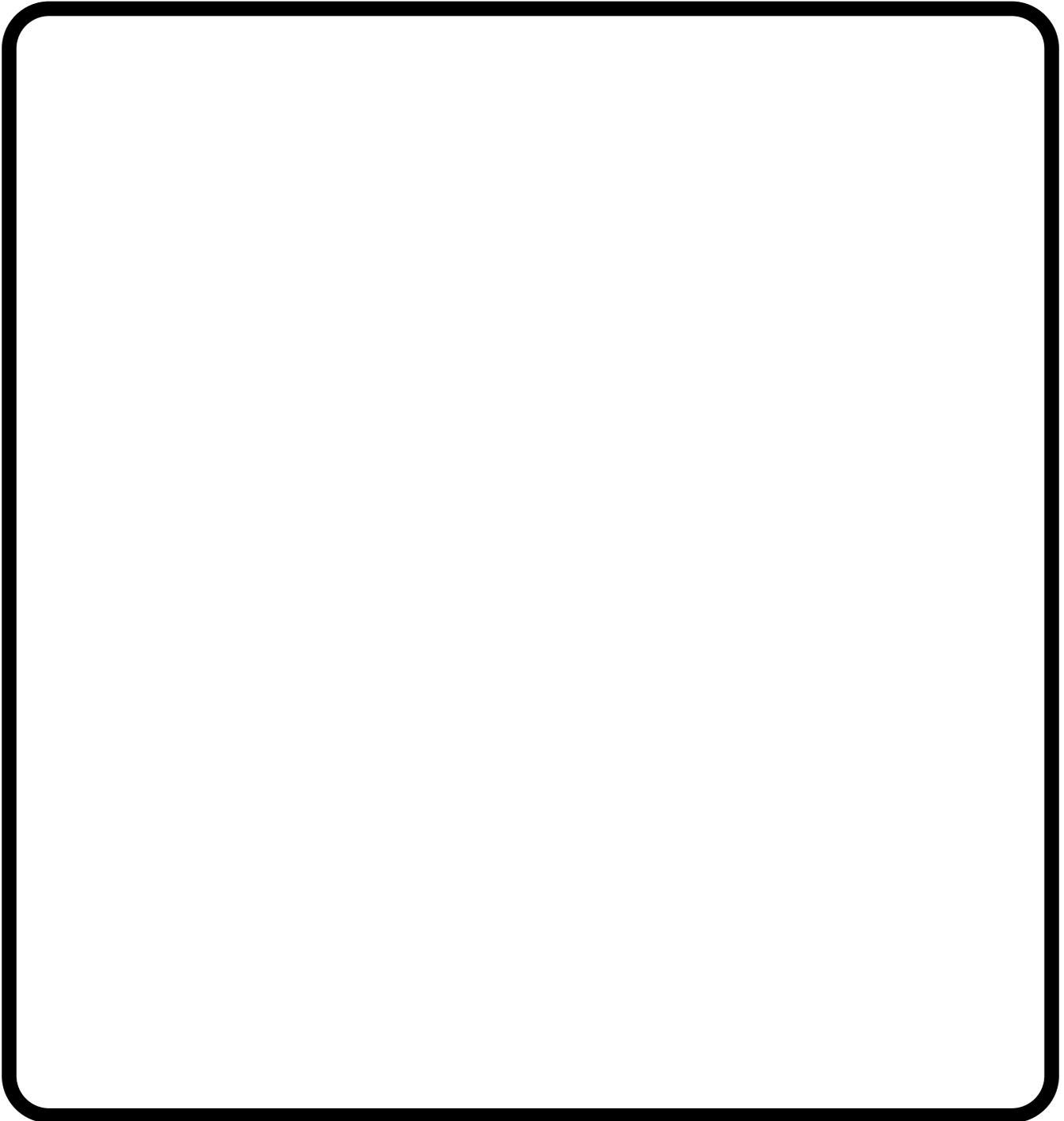
When you come to a corner or intersection, look for these signals. Do you know what each one means? If you don't know, ask your teacher.



My Safe Route

Name: _____ **Date:** _____

In the space below, draw a map of your own safe route from your home to school, a friend's house, or the store. Be sure to include sidewalks, roads, traffic lights, stop signs, and crosswalks on the way.

A large, empty rounded rectangular box with a thick black border, intended for drawing a safe route. The box is currently blank.

Fill-In-the-Blank Safety Tips

Name: _____ Date: _____

Complete the paragraph below by writing in the correct vocabulary word.

Vocabulary words:

pedestrians

sidewalk

driveway

crosswalk

intersection

traffic

bicycle

helmet

bike light

cyclists

hand signals

How do you get to school? If you can, try walking, rolling, or riding your _____ . People who walk to school are called _____ .

People who ride a bike are called _____ .

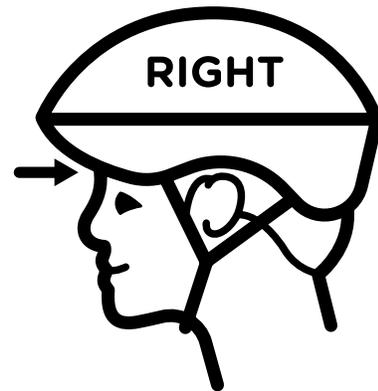
When you are walking or rolling to school, you should use the _____ if there is one. Be careful when you approach a _____ , because drivers may not see you when they are backing out or turning in to park. When you come to a corner or _____ , look Left-Right-Left before you cross. Whenever possible, use the _____ . It's the safest place to cross, because drivers know to look for people walking there.

If you are riding your bike to school, always wear a _____ . Ride to the right side of the street, moving with _____ . If you have to make a turn, be sure to use your _____ . When it is dark or cloudy outside, use your _____ so you can see the road and so drivers can see you.

Helmet Fit Check

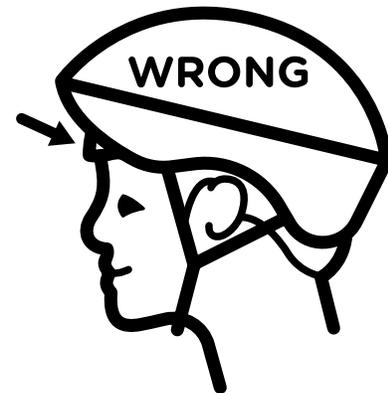
Size

The helmet should sit flat on the head, without moving back and forth easily.



Eyes

While wearing the helmet, the rider should be able to see its bottom rim. The rim should be one to two finger-widths above the eyebrows.



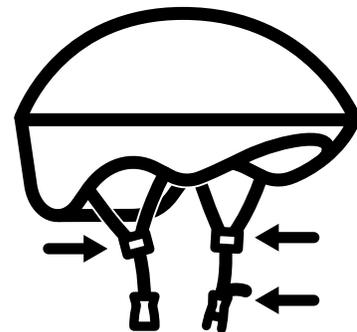
Ears

Make sure the straps of the helmet form a "V" under the ears when buckled. The strap should be snug but comfortable.



Mouth

Ask the rider to open their mouth as wide as possible. Can they feel the helmet hug their head? If not, tighten those straps and make sure the buckle is flat against the skin.



Source: Texas Children's Hospital Center for Childhood Injury Prevention

Bike ABCD Quick Check

A is for Air/Wheels

- Is the air pressure in the tires correct? Are the tires in good shape?
- Do the wheels spin freely on the hub? Are all the spokes tight?

B is for Brakes

- Do the brakes make the wheels skid?
- Are the pads in good shape?
- Spin both wheels. Do the brake pads rub?

C is for Chain/Crank/Pedal

- Is the chain straight?
- Is the chain clean and lightly oiled? Is it free of rust?
- Is the crank tight and secure?
- Are the pedals tight and secure?

D is for Drop

- Raise the bike about 2 inches and drop it. Does it make noise? Something may be loose.

Quick/Check

- **Quick:** If the bike is equipped with quick release fittings, are they properly adjusted?
- **Check:** Ride around slowly. Does the bike appear to operate properly?



Mileage Tracking



**Safe Routes
to School** TxDOT

Whether you walk, roll, bike, scooter, or roller skate to school, use this handy mileage log to track how far you go each week!

Name: _____

School: _____

Regular practice is important for children developing their walking and bicycling safety skills. Setting a mileage goal or tracking their progress can really help children stay consistent. Consider offering your child a small reward for their weekly efforts or successful practices.

DATE	MILEAGE	WEATHER	ACTIVITY
Week One			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total:			

Week Two			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total:			

Week Three			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total:			

Week Four			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total:			

4-Week Total: _____

Get Up and Goal! Mileage Tracking



**Safe Routes
to School** TxDOT

Whether you walk, roll, bike, scooter, or roller skate to school, use this handy mileage log to track how far you go each week!

Name: _____

School: _____

DATE	MILEAGE	WEATHER	ACTIVITY
Week One			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			

Week Two			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			

Week Three			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			

Week Four			
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
		☀ ☁ ☔	
Total: _____			

4-Week Total: _____

Sample Release Form

[Name of Event] RELEASE FORM

Entrant's First Name

Entrant's Last Name

Street Address and Apt. No.

City

State

ZIP Code

NOTICE: THIS RELEASE FORM IS A CONTRACT WITH LEGAL CONSEQUENCES. READ CAREFULLY BEFORE SIGNING. I ACKNOWLEDGE THAT BY SIGNING THIS DOCUMENT I AM RELEASING [SCHOOL NAME], EMPLOYEES, MEMBERS, SPONSORS, PROMOTER AND AFFILIATES (COLLECTIVELY "RELEASEES") FROM LIABILITY.

I, the undersigned, on behalf of the above-named minor, a prospective entrant in this event, hereby represent that I am fully entitled and authorized, as parent or legal guardian of entrant, to sign this Release Form for this event. As a condition of the acceptance of my application for entry in the above event, and as an express term of this agreement, I AGREE TO INDEMNIFY AND HOLD HARMLESS Releasees from any and all losses, claims, actions, causes of actions, or proceedings of any kind which may be initiated by the entrant or by any other person or organization on the entrant's behalf, including but not limited to demands for damages, judgments, costs, loss of services, or expenses arising from the activities contemplated by this agreement, including but not limited to reasonable attorney fees incurred by Releasees and **INCLUDING THE RISK OF ANY NEGLIGENCE OF RELEASEES**. I further state, to my knowledge, that the entrant has no physical or mental condition which would endanger entrant or others or interfere with entrant's ability to participate in this event.

In signing this Agreement as parent or legal guardian of entrant, on behalf of entrant and myself I voluntarily agree to the following:

1. I assume all risk associated with participation in this event, including but not limited to: the danger of collision with pedestrians, vehicles including but not limited to bicycles, other racers, and fixed or moving objects; dangers arising from surface hazards, equipment failures, and inadequate safety equipment; and conditions stemming from weather effects and the possibility of serious physical and/or mental trauma or injury.
2. I understand and accept that situations may arise during the event which may be beyond the control of the organizers, and that the entrant is required to continually ride in a manner that will not endanger him/herself or others. I am responsible for the condition and adequacy of the entrant's competition and safety equipment, including his or her helmet, which must meet or exceed the CPSA standards.
3. I authorize and consent to the entrant's likeness being used in advertising or promotional materials.
4. I RELEASE AND INDEMNIFY, for entrant, myself, and all heirs, executors, administrators, representatives, assigns and successors, any and all rights and/or claims against the sponsors of this event, the promoter and/or any promoting organization(s), property owners, law enforcement agencies, public entities, special districts and their respective agents, officials, employees or representatives, for any damages which may be sustained by entrant and/or myself, directly or indirectly, arising out of entrant's participation in or association with the event, or travel to or from the event, **INCLUDING THE RISK OF ANY NEGLIGENCE OF THE ABOVE-LISTED ENTITIES**.

I further agree that this Release cannot be modified unless such modification is in writing and signed by authorized representatives of both parties, that this document contains the entire agreement between the parties and if any term or provision of this agreement is found invalid or unenforceable, the remaining terms and provisions of this agreement shall remain binding and enforceable. I further agree that should I or my successors assert any claim in contravention of this agreement, I or my successors shall be liable for the expenses (including legal fees) incurred by the other party or parties in defending against such a claim unless they are found liable for willful and wanton negligence.

My signature below is evidence of my understanding of and agreement to the above stated terms.

Date

Parent/Guardian Printed Name

Parent/Guardian Signature

Phone

Incident Report Form

Event Name _____ Date _____

Event Point of Contact _____ Phone _____

Email _____

Name of Reporting Person _____ Title _____

Address _____

Phone _____ Alternate Phone _____

Email _____

Event Date _____ Event Type _____

Name of Co-Sponsor _____ Sponsor Name of Contact _____

Co-Sponsor Insurance (if any) _____

Date of Incident _____ Time _____

Name of Injured Person _____ Parent/Guardian _____

Address of Injured Person _____

Phone _____ Email _____

Type of Injury _____

Signed Waiver Form Attached? (yes) (no)

If no, where is the form? _____

Witnesses: Name/Address/Phone/Email _____

Was injured party taken to the hospital? (yes) (no) Transported by ambulance? (yes) (no)

Hospital Name _____

Hospital Address _____

Physician _____

Use page 2 to report details of incident.

Incident Report Form

1. Report actual circumstances of incident.

2. Report all actions of event workers/witnesses, other people.

3. Report on any follow-up and/or suggestions made to injured person or parent/guardian.

4. Report on any other action/activity relating to incident.

5. Attach event promotional materials, waivers, and witness statements.

Sample Donation Request Letter

Manager's Name
Name of Business
Street Address
City, TX ZIP Code
Date

Dear **[Manager's name]**:

[Name of school] will be hosting **[Event Name]** on **[list every day of your school's event]**. To help support our **[bike/walk]** safety event, we are seeking donations of **[list the number and type of items]** from your business.

We believe your business will also benefit from your support of this event. In exchange for your donation, your business will receive:

[Below are some suggested ways to recognize and thank your sponsors]

- Recognition on the school website and/or social media.
- Publicity at the event welcome table.
- Recognition in our school e-newsletter sent to all families.
- A tax-deductible donation receipt (on request).

Walking and biking are simple, effective, and largely affordable ways for children to get the recommended 60 minutes of physical activity each day.

[Event Name] encourages students and their families to bike and walk, making the community safer and more friendly for all. Thank you in advance for supporting the safety, health, and happiness of our community. I will call you next week to answer any questions you have about this request. You may also contact me at **[your phone number]** or **[your e-mail address]**.

Sincerely, **[Your name]**

[Position or Event Title]

Walk-the-Block Carnival Pass

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Carnival Pass can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2:** Chaos Corner
- Station 3:** Walk Safe True or False
- Station 4:** Street Crossing Safety
- Station 5:** Night Bright Costume Race
- Station 6:** Meet Your School Bus
- Station 7:** Driveway Safety
- Station 8:** Walk Sign Red Light/Green Light
- Station 9:** Intersection Practice
- Station 10:** Parking Lot Visibility Relay



Walk-the-Block Carnival Pass

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- Station 2:** Chaos Corner
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- Station 5:** Night Bright Costume Race
- Station 6:** Meet Your School Bus
- Station 7:** Driveway Safety
- Station 8:** Walk Sign Red Light/Green Light
- Station 9:** Intersection Practice
- Station 10:** Parking Lot Visibility Relay

When walking somewhere:

You should use the sidewalk.

You should use your headphones.

You should use your brain.

If there is no sidewalk, you should:

Walk on the left side of the street.

Walk in the street as close
to the curb as possible.

Walk down the middle of the street.

Whenever you're out walking, you should:

Obey all signals from
alien spaceships.

Obey all traffic signals.

Obey all crosswalk signals.

If you have to cross the street, you should:

Cross at intersections.

Cross right in the
middle of the block.

Cross at crosswalks.

Always:

Look Left-Right-Left
before you cross the street.

Look for the walk signal
before you cross the street.

Look silly before you
cross the street.

When walking somewhere:

Do not put your phone in your pocket or backpack.

Do not look at your phone.

Do not play games on your phone.

Street Crossing Safety Poem

Stop every time at the edge of the street.

Hold your hand up to signal "Stop."

Use your head before your feet.

Point to your head and feet as words are said.

Make sure you hear every sound.

Cup your hands behind your ears and turn your head from side to side.

Look left and right and all around.

Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.

Walk-the-Block Carnival

Station 4: Street Crossing Safety



Street Crossing Safety Poem

Stop every time at the edge of the street.

Hold your hand up to signal "Stop."

Use your head before your feet.

Point to your head and feet as words are said.

Make sure you hear every sound.

Cup your hands behind your ears and turn your head from side to side.

Look left and right and all around.

Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.

WALK



DON'T WALK



Intersection Safety Checklist

Instructions: Observe each participant as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

WALK SAFE ACTIONS	YES	NO
Stops at all edges.		
Looks Left-Right-Left before crossing the street.		
Walks straight across the street (not diagonal).		
No running!		
Looks to the sides and behind them when crossing the street.		
Makes eye contact with drivers/vehicles (if present).		
Obeys Walk/Don't Walk signs.		
When a visual obstacle is present, walks to the edge of the obstacle and then looks Left-Right-Left before proceeding.		

Walk-the-Block Carnival

Station 9: Intersection Practice



Intersection Safety Checklist

Instructions: Observe each participant as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

WALK SAFE ACTIONS	YES	NO
Stops at all edges.		
Looks Left-Right-Left before crossing the street.		
Walks straight across the street (not diagonal).		
No running!		
Looks to the sides and behind them when crossing the street.		
Makes eye contact with drivers/vehicles (if present).		
Obeys Walk/Don't Walk signs.		
When a visual obstacle is present, walks to the edge of the obstacle and then looks Left-Right-Left before proceeding.		

Walk-the-Block Carnival

Station 9: Intersection Practice

Bike Rodeo Roundup Card

Instructions

- Cut out these cards and punch a hole where indicated.
- Using pipe cleaners, large twist ties, or string, attach the Roundup Card to the participant's bicycle, backpack, or wrist.
- As participants complete each station, volunteers mark the card.
- At the end of the event, participants with a completed Roundup Card will return it to HQ (Station 1).



HOLE
PUNCH

Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2:** Bike Safe Circle Game (all ages)
- Station 3:** Helmet Fitting and Bike ABCD Quick Check (all ages)
- Station 4:** Starts and Stops (all ages)
- Station 5:** Scanning Practice (all ages)
- Station 6:** Roadway Hazards Course (Ages 9+)
- Station 7:** Driveway Safety Course (Ages 9+)
- Station 8:** Intersection Safety Course (Ages 9+)
- Station 9:** Advanced Skills Course (Ages 10+)
- Station 10:** Optional Group Ride (Ages 10+)

Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

Complete these stations in order:

- Station 2:** Bike Safe Circle Game (all ages)
- Station 3:** Helmet Fitting and
Bike ABCD Quick Check (all ages)
- Station 4:** Starts and Stops (all ages)
- Station 5:** Scanning Practice (all ages)

Basic Rodeo for All Ages



Bike Rodeo Roundup Card

As participants complete each station, volunteers mark the card.

At the end of the event, participants with a completed Roundup Card can return to HQ for a prize!

Name: _____

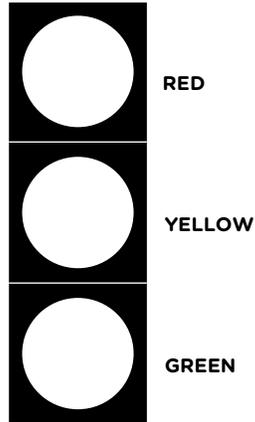
Complete these stations in order:

- Station 2:** Bike Safe Circle Game (all ages)
- Station 3:** Helmet Fitting and
Bike ABCD Quick Check (all ages)
- Station 4:** Starts and Stops (all ages)
- Station 5:** Scanning Practice (all ages)
- Station 6:** Roadway Hazards Course (Ages 9+)
- Station 7:** Driveway Safety Course (Ages 9+)
- Station 8:** Intersection Safety Course (Ages 9+)

Basic Rodeo for All Ages + Upper Elementary/Middle School Add-on Stations

Bike Safety Tip

1

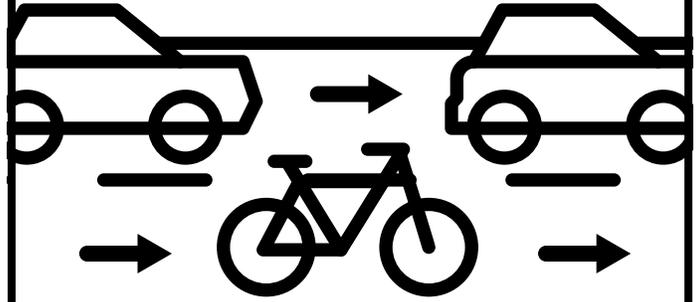


Obey all traffic signs and signals



Bike Safety Tip

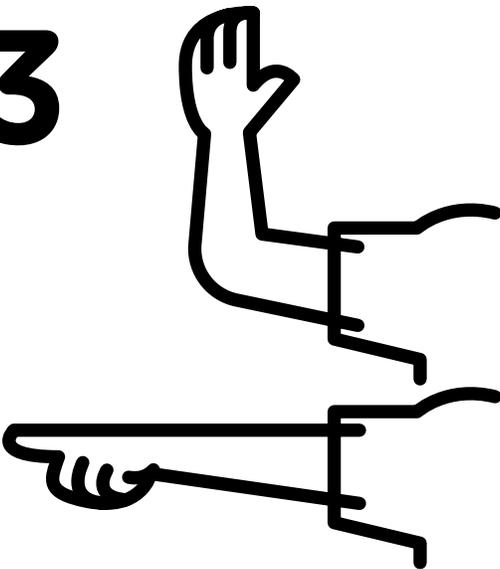
2



Ride in the same direction as other traffic

Bike Safety Tip

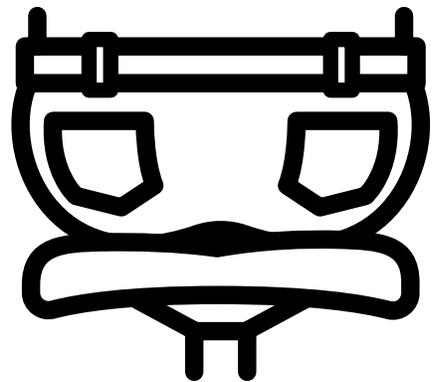
3



Use hand and arm signals

Bike Safety Tip

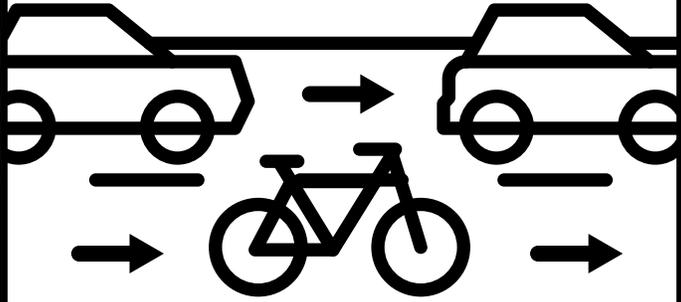
4



One rider per saddle

Consejo de Seguridad

2

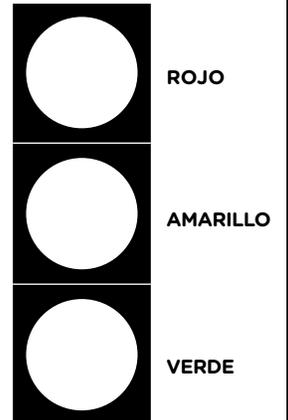


Monta en la misma dirección que el tráfico



Consejo de Seguridad

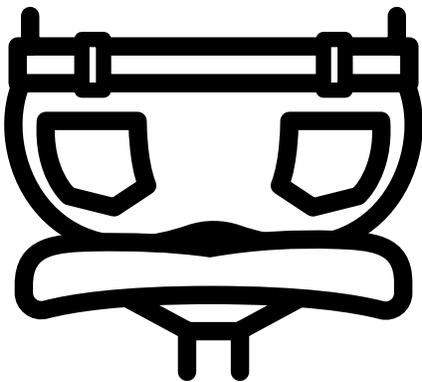
1



Obedece todas las señales y signos de tráfico

Consejo de Seguridad

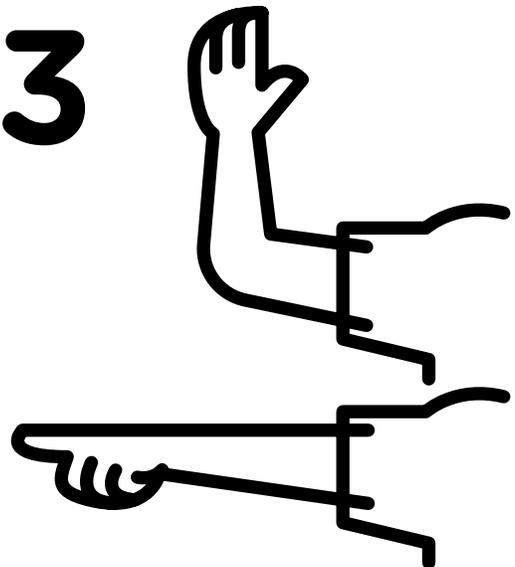
4



Un ciclista por asiento al montar

Consejo de Seguridad

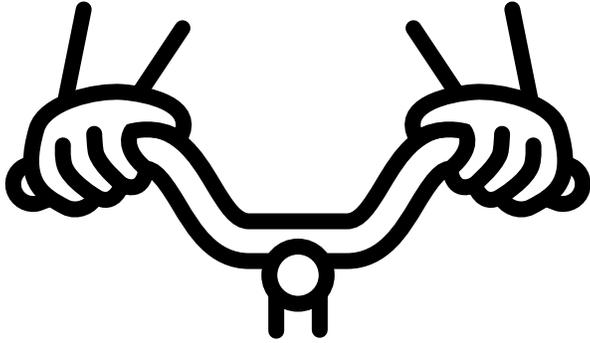
3



Usa signos con el brazo y las manos

Bike Safety Tip

5



Keep at least
one hand on the
handlebars



Bike Safety Tip

6



Bicycles must have a
white light on the front
and a red reflector or
red light on the rear
(for riding at night)

Bike Safety Tip

7



Use effective
brakes capable
of making the
braked wheel skid

Bike Safety Tips

1. Obey all traffic signs and signals.
2. Ride in the same direction as other traffic.
3. Use hand and arm signals.
4. One rider per saddle.
5. Keep at least one hand on the handlebars.
6. Bicycle must have a white light on the front and a red reflector or red light on the rear (for riding at night).
7. Use effective brakes capable of making the braked wheel skid.

Consejo de Seguridad

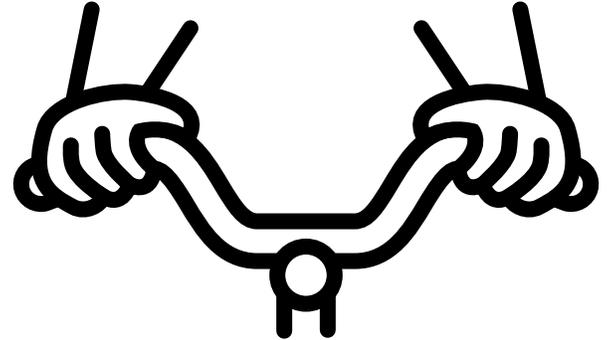
6



Las bicicletas deben tener una luz blanca en el frente y un reflector rojo o una luz roja en la parte de atrás (al montar po la noche)

Consejo de Seguridad

5



Mantén por lo menos una mano en el manubrio



Consejos de Seguridad

1. Obedece todas las señales y signos de tráfico.
2. Monta en la misma dirección que el tráfico.
3. Usa signos con el brazo y las manos.
4. Un ciclista por asiento al montar.
5. Mantén por lo menos una mano en el manubrio.
6. Las bicicletas deben tener una luz blanca en el frente y un reflector rojo o una luz roja en la parte de atrás (al montar po la noche).
7. Usa frenos eficaces capaces de hacer que la rueda derrape al frenar.

Consejo de Seguridad

7



Usa frenos eficaces capaces de hacer que la rueda derrape al frenar

Course Checklist

Observe one rider as they proceed all the way through the course. Use the checklist below to indicate successfully executed skills and those in which more practice is needed.

Skill	Successfully executed?		Notes
	Yes	No	
Power takeoffs	Yes	No	
Looking Left-Right-Left at intersections and driveways	Yes	No	
Proper stops (uses brakes, no foot dragging)	Yes	No	
Scanning behind for traffic	Yes	No	
Spotting and avoiding hazards	Yes	No	
Using hand signals	Yes	No	
Properly executing right turns	Yes	No	
Properly executing left turns (on roadway or walking bike through crosswalks)	Yes	No	
Riding a safe distance from parked cars (if used)	Yes	No	

Additional Notes:

Group Walk Starting Announcements

- Stay behind the leader at the front of the group.
- Walk. Don't run.
- Cross only at a crosswalk or corner.
- Before you cross the street, stop and scan the area. Look left, right, and left again until no vehicles are coming.
- Watch for vehicles turning right at stop signs and red lights, even when you have the walk signal.

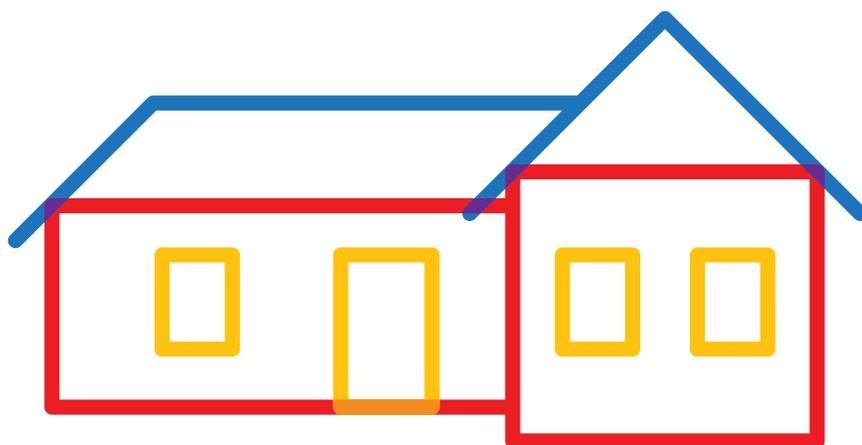
Group Walk or Ride



Walk and Bike Safety Parade

Group Ride Starting Announcements

- Stay behind the leader at the front of the group.
- Ride a straight, predictable line.
- Keep both hands on the handlebars.
- No more than 2 people can ride side-by-side.
- If there is traffic, ride single file.
- Be sure to signal your turns.
- Call out turns and hazards in the road to help your friends.



Información para Familias

Información para Familias

Padres y Proveedores de Cuidado: ¡Sean Defensores de las Rutas Seguras a la Escuela!

Estas son algunas formas en las que pueden ayudar a animar a sus hijos a ir a la escuela caminando y en bicicleta en nuestra comunidad:

- Asegúrense de que sus hijos conozcan las leyes peatonales y para ciclistas de Texas y que hayan practicado sus técnicas de seguridad. Si necesitan más información y consejos útiles para prácticas familiares, por favor comuníquense con la oficina.
 - Ofrézcanse como voluntarios en actividades. Pueden participar en la planeación, formar parte de un equipo específico, por ejemplo, para realizar inscripciones o pintar letreros, o simplemente ayudar en lo que se necesite.
 - Ayuden a organizar un Camión Escolar Caminante (WSB, por sus siglas en inglés) en su colonia para guiar a un grupo de estudiantes que vayan caminando a la escuela. ¡Por favor comuníquense con <nombre y correo electrónico> si están interesados en reclutar familias para participar en esta excelente forma de mantener a los niños activos!
- Compartan su opinión sobre la importancia de caminar o ir en bicicleta a la escuela a través de las redes sociales. ¡O consideren escribir una publicación en nuestro boletín de noticias escolares!

Ir a la Escuela Caminando y en Bicicleta: ¿Mi Hijo Tiene Edad Suficiente?

Los niños menores de 10 años por lo general necesitan la supervisión de un adulto cuando van a la escuela caminando, en bicicleta, patinando o cuando usan cualquier otra forma de transporte propulsado por ellos mismos. Sin embargo, los niños maduran a diferentes ritmos.

Si estás pensando si tu hijo está preparado, sal con él a caminar o a andar en bicicleta para que puedas ver lo que hace y hacerle preguntas sobre su nivel de comprensión en un entorno real.

¿Mi hijo puede andar en bicicleta en la banqueta?

La ley estatal de Texas permite a los ciclistas andar en bicicleta en las banquetas, excepto cuando las ordenanzas del gobierno local lo prohíban. En la mayoría de las instancias, un niño está listo para andar en bicicleta en la calle cuando puede mostrar

un alto nivel de habilidad ciclística y conciencia sobre el tráfico y cuando tiene la capacidad para tomar decisiones inteligentes sobre los riesgos y peligros

de manera consistente. Hasta entonces, debe limitarse a andar en bicicleta en las banquetas, parques y ciclovías.

¿Qué Significa Estar “Listo”? Puntos a Tomar en Cuenta

Tamaño y habilidad física	¿Tu hijo tiene la resistencia para caminar o andar en bicicleta durante todo el recorrido? ¿Sus habilidades como ciclista son lo suficientemente sólidas?
Visión	La mayoría de los niños pueden ver claramente lo que tiene al frente, a veces con la ayuda de anteojos. Es posible que los niños más pequeños aún no puedan ver claramente lo que tienen al costado y en el contorno de su campo de visión. El movimiento hace esto todavía más difícil. Por ejemplo, algunos niños quizás no vean completamente a un ciclista que les está pasando por el costado.
Audición	Los adultos usan los oídos para ayudarse a darse cuenta de vehículos que se acercan, comprender qué tan lejos están esos vehículos y determinar qué tan rápido se están moviendo. A menudo, los niños tienen problemas con este tipo de cosas. Ellos podrían escuchar que se acerca un vehículo, pero lo buscan en la dirección equivocada.
Razonamiento	Hasta aproximadamente los 8 años de edad, muchos niños no tienen un sentido realista del peligro. Algunos niños confunden la fantasía con la realidad. Ellos perciben ciertos vehículos como “amigables” o creen que pueden ganarles. Incluso los niños más grandes pueden tener problemas para reconocer el peligro y comprender los riesgos reales. Por ejemplo, simplemente porque ellos pueden ver al conductor del auto, los niños pueden asumir que todos los conductores los ven a ellos.
Madurez emocional	A menudo, los niños se muestran inquietos y ansiosos por seguir adelante, lo que hace más difícil que se detengan y esperen para estar atentos al tráfico. Muchos niños tienden a copiar lo que hagan sus amigos, eso puede ponerlos en riesgo. Y la mayoría de los niños se enfocan en lo que más les interesa. Un camión de helados puede llamar su atención antes que otro vehículo que se esté acercando.

Seguridad para Caminar y Andar en Bicicleta: 4 Tareas Importantes para Padres y Proveedores de Cuidado

Como padre, madre o proveedor de cuidado, eres el maestro más importante en la vida de tu hijo(a). Puedes ayudar a tu hijo(a) a prepararse para ir a la escuela caminando o en bicicleta de forma segura, enfocándote en estas cuatro tareas:

1. Comunicación

2. Planeación

3. Preparación

4. Práctica

1. Comunicación

Primero, asegúrate de que tu hijo(a) comprenda los siguientes conceptos basados en las leyes de seguridad para peatones y ciclistas de Texas.

- Si caminas:
 - Usa la banqueta. Si no hay nadie, camina por el lado izquierdo de la calle, de frente al tráfico.
 - Obedece las señales de tránsito, incluidos los semáforos de los cruces peatonales.
 - Solo cruza la calle en las intersecciones y cruces peatonales.
- Si andas en bicicleta:
 - Anda en bicicleta en la misma dirección que van los vehículos.
 - Detente en la luz roja del semáforo y en las señales de alto, y obedece todas las otras señales de tránsito.
 - Haz señales con las manos para dar vuelta o detenerte.
 - Ten una luz blanca al frente de la bicicleta y una luz roja, o reflector, en la parte de atrás para que te vean de noche.

Antes de que tu hijo(a) vaya a la escuela caminando o en bicicleta, habla con él(ella) sobre la seguridad personal. Asegúrate de que sepa cómo lidiar con extraños y qué hacer si necesita ayuda cuando vaya a la escuela caminando o en

bicicleta. En especial, los(las) niños(as) nunca deben subir a ningún vehículo a menos que sus padres o tutores les hayan dado permiso de hacerlo. Si alguien los está siguiendo, los(las) niños(as) deben saber que deben correr hasta un lugar donde haya gente, como una tienda o restaurante, y pedirle ayuda a un empleado.

2. Planeación

Por lo general, los(las) niños(as) están más seguros(as) cuando viajan en grupos de dos o más, con al menos un(a) niño(a) más grande que tenga experiencia yendo a la escuela caminando o en bicicleta. Considera acudir a las familias que viven cerca para que los(las) niños(as) puedan ir juntos.

Usa un mapa impreso o en línea, planea la ruta de tu hijo(a) para minimizar lo más posible encuentros con vehículos en movimiento. La ruta más corta quizás no sea la más segura. Una ruta más segura es aquella que contiene:

- calles con menos tráfico y con velocidades más bajas
- calles con áreas separadas del tráfico, como banquetas, vías para bicicletas o carriles dedicados para bicicletas. En Texas, los ciclistas pueden andar en bicicleta en las banquetas, excepto cuando las ordenanzas del gobierno local lo prohíban
- menos cruces, especialmente en calles muy transitadas o de alta velocidad

- cruces con señales de alto o semáforos, idealmente con cruces peatonales claramente marcados y señales automatizadas para cruzar

Nota: *Algunas escuelas o colonias organizan un Camión Escolar Caminante o Tren de Ciclistas, que son un grupo de estudiantes que parten de un lugar, siguen una ruta específica para ir a la escuela y llegan a un lugar establecido de la sede escolar. Estos grupos se trasladan bajo la supervisión de al menos dos adultos voluntarios y pueden hacerlo todos los días o algunos días a la semana. Solicita más información a tu organización vecinal y a los administradores escolares.*

3. Preparación

Ropa y Accesorios Altamente Visibles

Puede ser difícil para los conductores ver a los(las) niños(as), especialmente en clima nublado o lluvioso, temprano en la mañana o altas horas de la tarde y en la noche. Para una máxima visibilidad, elije mochilas, sombreros, capuchas y chamarras de colores muy brillantes, y considera colocar una luz pequeña que se sujeta con una pinza. Busca opciones de materiales reflectantes, que son telas con cuentas minúsculas de vidrio que reflejan la luz de los faros y otras luces. Y se recomienda agregar tiras o parches reflectantes que venden en las tiendas para aumentar la visibilidad desde todos los ángulos. (Por ejemplo, podrías agregar cinta reflectante a las tiras de las mochilas o en la parte del frente y en la parte de atrás de los sombreros).

Revisión de Seguridad de la Bicicleta y el Casco

Si tu hijo(a) irá a la escuela en bicicleta, asegúrate de realizar una revisión de seguridad de la bicicleta y del casco al principio de cada semestre. Verifica que el casco y la bicicleta de tu hijo(a) sigan siendo del tamaño adecuado para su cuerpo en crecimiento y que todo el equipo esté funcionando bien.

Si no tienes mucha experiencia con las bicicletas, pudieras programar una revisión de la bicicleta y el casco en tu tienda de bicicletas local. Normalmente estas tiendas están dispuestas a ayudar a los padres de ciclistas jóvenes (e incluso pueden hacerlo gratis).

4. Práctica

Camina y anda en bicicleta con tu hijo(a) con la mayor frecuencia posible. Demuéstrale cómo caminar y andar en bicicleta de forma segura, explicándole lo que estás haciendo a medida que lo haces. Luego permítele a tu hijo(a) practicar contigo. Primero, haz que tu hijo(a) siga e imite tus acciones. A medida que se torne más diestro, permítele ir primero mientras tú lo observas y le das indicaciones.

Información Sobre las Prácticas de Técnicas de Seguridad para Padres y Proveedores de Cuidado

1: Practiquen los Principios Básicos para Caminar de Forma Segura

Aprender buenas técnicas de seguridad requiere práctica. Cada vez que caminen juntos a algún lugar, asegúrate de cumplir estas leyes y seguir estos consejos de seguridad.

Leyes de seguridad peatonal de Texas:

- Usa la banqueta. Si no hay nadie, camina por el lado izquierdo de la calle, de frente al tráfico.
- Obedece las señales de tránsito, incluidos los semáforos de los cruces peatonales.
- Solo cruza la calle en las intersecciones y cruces peatonales.

Consejos de seguridad básicos al caminar:

- Camina, no corras cuando cruces la calle.
- Camina acompañado, como con uno de tus padres, un hermano(a) o un amigo(a).
- Viste ropa de colores brillantes, preferiblemente reflectante. Lleva una luz pequeña o linterna.

- Guarda tu celular y audífonos en el bolsillo o mochila y déjalos ahí. Mantén toda tu atención en la calle, en los vehículos y en la gente a tu alrededor.
- Examina tu entorno en todo momento, en busca de ciclistas y vehículos. Recuerda, los conductores y ciclistas no siempre siguen las reglas o están atentos a la gente que camina cerca de la calle.
- Cuando llegues al borde de una entrada para autos, callejón o estacionamiento, toma las mismas precauciones que tomarías al llegar a una esquina. Antes de continuar, detente y asegúrate de que no haya vehículos en movimiento, ya sea avanzando o retrocediendo.



2: Practiquen Caminar de Forma Segura al Cruzar la Calle

Saber cómo cruzar la calle con seguridad es muy importante para los niños que van a la escuela caminando. Cuando caminen juntos a algún lugar, practiquen estas técnicas.

- Solo cruza la calle en cruces peatonales y en esquinas. No cruces a la mitad de la calle.
- Detente en todos los cruces de calles, ya sea que haya banqueta o no.
- Cuando llegues a una esquina:
 - Mira a la izquierda, a la derecha y nuevamente a la izquierda. Y mira al frente y detrás de ti para ver si hay algún vehículo que esté dando vuelta hacia ti. Haz esto incluso si un adulto dice que está bien cruzar.
 - Sigue atento al tráfico hasta que hayas terminado de cruzar.
- Cuando llegues a un semáforo o cruce peatonal:
 - Busca la señal de caminar, luego espera que se encienda la señal de caminar para continuar en la dirección que deseas.
 - Cuando se encienda la señal de caminar, mira a la izquierda, derecha y nuevamente a la izquierda, así como al frente y detrás de ti, para ver

los vehículos en todas las direcciones. Recuerda, los conductores no siempre siguen las reglas o están atentos a la gente en los cruces peatonales, especialmente cuando están dando vuelta.

- Cuando haya vehículos en la intersección:
 - Nunca des por un hecho que un conductor realmente te está viendo. Antes de pisar la calle, haz contacto visual con cada conductor y asegúrate de que asienta con la cabeza, sonría, salude con la mano o te haga alguna otra señal de que te está viendo.
 - No cruces a menos que estés seguro(a) de que todos los vehículos se han detenido en todos los carriles antes de cruzar, incluso si un conductor te hace una señal para que pases.
 - Evita cruzar frente a un camión u otro vehículo grande. El área justo frente a estos vehículos es un punto ciego para el conductor, por lo que es más seguro dejar que esos vehículos pasen primero. Ese punto ciego es la razón por la cual los camiones escolares tienen una barra larga de cruce que se extiende al frente del vehículo para permitir a los niños cruzar de forma segura.

3: Practiquen los Principios Básicos para Andar en Bicicleta de Forma Segura

Aprender buenas técnicas de seguridad requiere práctica. En cada salida familiar a andar en bicicleta, asegúrate de cumplir estas leyes de seguridad y de seguir estos consejos.

Leyes de seguridad para ciclistas en Texas:

- Anda en bicicleta en la misma dirección que van los vehículos.
- Detente en la luz roja del semáforo y en las señales de alto, y obedece todas las otras señales de tránsito.
- Haz señales con las manos para dar vuelta o detenerte.
- Ten una luz blanca al frente de la bicicleta y una luz roja, o reflector, en la parte de atrás para que te vean de noche.

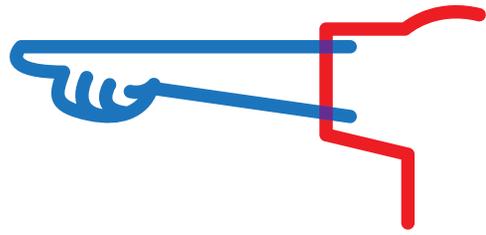
Consejos de seguridad básicos para andar en bicicleta:

- Anda en bicicleta con un compañero, como uno de tus padres, un hermano(a) o amigo(a).
- Siempre usa casco y asegúrate de que te quede bien.
- Guarda tu celular y audífonos en el bolsillo o mochila y déjalos ahí. Mantén toda tu atención en la calle, en los vehículos y en la gente a tu alrededor.

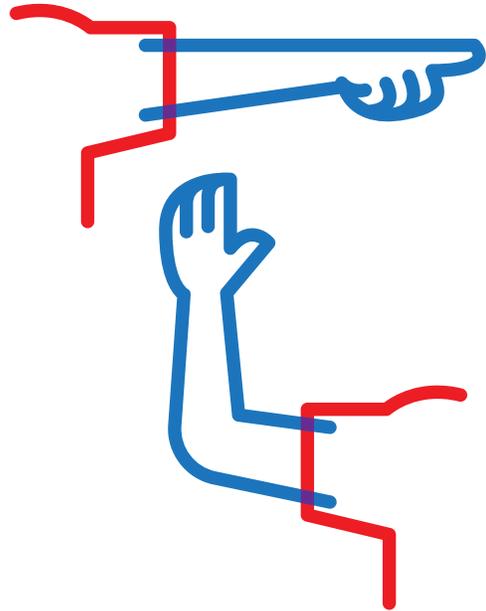
- Revisa que las llantas estén bien infladas cada vez que uses la bicicleta.
- Ten por lo menos una mano en el manubrio en todo momento.
- Mantente a un brazo de distancia de los automóviles o camionetas estacionadas en la calle.

Asegúrate de que los conductores puedan verte:

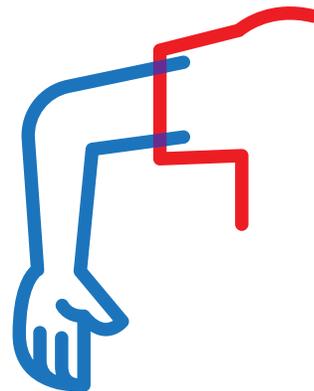
- Viste ropa de colores brillantes, preferiblemente reflectante.
- Evita andar en bicicleta de noche. Si no puedes evitarlo, usa las luces y, si es posible, agrega reflectores adicionales en las llantas y en el marco de la bicicleta para aumentar la visibilidad.
- Haz contacto visual con los conductores siempre que sea posible. Nunca des por un hecho que los conductores pueden verte o que te cederán el derecho de paso.



Voltear a la izquierda se indica sosteniendo el brazo izquierdo hacia la izquierda separado del cuerpo.



Voltear a la derecha se indica estirando el brazo izquierdo hacia arriba o, en Texas, sosteniendo el brazo derecho hacia la derecha separado del cuerpo.



Detenerse se indica doblando el brazo izquierdo hacia abajo con la mano estirada y la palma hacia atrás. Esta señal también se puede utilizar para indicar que el ciclista está bajando la velocidad.

4: Practiquen los Sigüientes Pasos para Andar en Bicicleta de Forma Segura

A medida que tu hijo(a) comience a dominar los aspectos básicos, conversen sobre estos consejos y asegúrate de practicar cada vez que salgan a andar en bicicleta.

Evita crear peligros:

- Mete los cordones de los zapatos dentro de los zapatos y el ruedo de los pantalones por dentro de los calcetines para que no se queden atrapados en la cadena de la bicicleta.
- Si tienes que cargar algo, coloca todos los objetos en una mochila cerrada, en la canasta de la bicicleta o en una bolsa, o amarra cada objeto a una rejilla de bicicleta detrás del conductor.

Anda en bicicleta de una forma predecible:

- Un ciclista por asiento, en una sola fila con otros ciclistas.
- Usa los carriles dedicados para bicicletas y en el margen asfaltado cuando sea posible.
- Si andas en bicicleta en la calle o en la banqueta, mantente en el lado derecho y avanza en la misma dirección del tránsito.

Examina si hay peligros u otros vehículos:

- Siempre examina la calle en busca de peligros que te hagan virar

inesperadamente o incluso caerte, incluyendo peatones, animales, piedras, baches, juguetes, basura, rejillas, vidrios rotos o gente abriendo las puertas de automóviles.

- Recuerda, los conductores (y otros ciclistas) no siempre siguen las reglas o están atentos a la gente en bicicleta.
- Cuando veas un vehículo en movimiento o un posible peligro, avisa a los otros con los que estás andando en bicicleta y señala al vehículo, la persona, el animal o el objeto.

Cruza la calle y da vuelta con cuidado:

- Detente por completo en todas las señales de alto y en los semáforos en rojo.
- Usa señales con la mano siempre que vayas a dar vuelta.
- Nunca des por hecho que un conductor realmente te está viendo. Antes de cruzar la calle en bicicleta, haz contacto visual con cada conductor y asegúrate de que asienta con la cabeza, sonría, salude con la mano o te haga alguna otra señal de que te está viendo.
- No cruces a menos que estés seguro de que todos los vehículos se han detenido en todos los carriles antes de cruzar, incluso si un conductor te hace una señal para que pases.

- Cuando uses un cruce peatonal, camina sosteniendo la bicicleta en lugar de arriba de ella. Los conductores no esperan que haya ciclistas en los cruces peatonales y pueden dar vuelta sin darse cuenta de que tú estás ahí.
- Si no estás seguro de qué hacer cuando cruces la calle, pégate totalmente hacia la derecha y bájate de la bicicleta con cuidado. Luego, camina por la intersección sosteniendo la bicicleta, usando el cruce peatonal o las señales de caminar automatizadas cuando sea posible.

5: Practiquen Andar en Bicicleta en las Banquetas con los Más Pequeños

La ley estatal de Texas permite a los ciclistas andar en bicicleta en las banquetas, excepto cuando las ordenanzas del gobierno local lo prohíban. En la mayoría de casos, un niño está listo para andar en bicicleta en la calle cuando puede demostrar un alto nivel de habilidad y consciencia sobre el tráfico y tiene la capacidad para tomar decisiones inteligentes sobre los peligros y riesgos de forma consistente. Hasta entonces, debe limitarse a andar en bicicleta en las banquetas, parques y ciclovías.

Si planeas que tu hijo(a) comience a andar en bicicleta en la banqueta, enséñale estas técnicas de seguridad adicionales:

- Reduce la velocidad.
- Revisa que no haya vehículos entrando o saliendo de las entradas para automóviles. Recuerda que los conductores no esperan ver ciclistas en una banqueta, por lo que pueden no estar atentos a ustedes.
- Si vas en bicicleta en dirección a algunas personas que están paradas o caminando en la banqueta, avísales que te diriges hacia ellas. Usa la campanilla y avísales que pasarás por su izquierda, luego asegúrate de mantenerlos a tu lado derecho mientras los pasas.
- Anda en bicicleta en la misma dirección del tráfico. De esta forma, si se termina la banqueta, ya irás en la dirección del flujo del tráfico.

6: Practiquen su Ruta Segura a la Escuela

Antes de permitir que tu hijo(a) vaya a la escuela caminando o en bicicleta, solo o en grupo, practiquen la ruta juntos varias veces. Después de varias prácticas, pídele a tu hijo(a) que dirija el camino, que te diga por dónde dar vuelta en varias esquinas, cómo y dónde cruzar la calle, así como otros elementos importantes de su ruta. Practiquen la ruta en ambas direcciones, para que tu hijo(a) se sienta completamente seguro(a) en cada etapa del recorrido.

Consejos de Seguridad para Conductores en la Zona Escolar

Según los reportes de choques de Texas, las causas más comunes de choques en las zonas escolares de Texas son la falta de atención de los conductores, el exceso de velocidad y el no ceder el paso en una vía privada, en una señal de alto o al dar vuelta a la izquierda. Todos tenemos la responsabilidad de mantener a los niños a salvo camino hacia o desde la escuela.

- Toma en cuenta que los patrones de tránsito alrededor de las escuelas pueden cambiar de un año a otro.
 - Mantente alerta y guarda el celular. De acuerdo con la ley estatal, está prohibido que los conductores envíen mensajes de texto y usen dispositivos electrónicos de mano mientras conducen en zonas escolares activas.
 - Siempre obedece los avisos de límite de velocidad en las zonas escolares. Recuerda, las multas de tránsito aumentan en las zonas escolares.
 - Deja y recoge a tus hijos(as) en las áreas designadas de la escuela, no en medio de la calle.
 - Está pendiente de los niños(as) que pueden salir corriendo hacia la calle o entre los vehículos.
- Detente cuando estén encendidas las luces rojas intermitentes o haya una señal de alto en un camión escolar, independientemente de la dirección a la que te dirijas. Continúa tu recorrido una vez que el camión haya avanzado, se apaguen las luces intermitentes o el conductor del camión indique que puedes pasar.
 - Préstales atención a los(las) niños(as) reunidos en las paradas de camión o que se están bajando de los camiones. Recuerda que no siempre pueden estar atentos a los vehículos antes de cruzar la calle.
 - Mantente alejado del alcohol y otras drogas que puedan afectar tu capacidad para conducir. Estos afectan tu capacidad para mantenerte en estado de alerta, reaccionar rápidamente y tomar buenas decisiones.



References

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<https://www.nhtsa.gov/road-safety/bicycle-safety>

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Sonoma County Safe Routes to School, Pedestrian Safety/Skill Curriculum for Grades K-4

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<https://sonomasaferroutes.org/node/11>

Texas Children's Hospital® Center for Childhood Injury Prevention, Bicycle Safety Fact Sheet

https://www.texaschildrens.org/sites/default/files/uploads/documents/IP_BicycleSafety.pdf



For further information, visit TexasSafeRoutesToSchool.org or contact:

Lydia Bryan-Valdez
TxDOT Behavioral Traffic Safety Section
125 E. 11th Street
Austin, TX 78701
512-416-3243

Production was supervised and coordinated by:

Lydia Bryan-Valdez, TxDOT Behavioral Traffic Safety Program Manager/Paralegal
Sherri Robelia, TxDOT Behavioral Traffic Safety Program Manager/CTCM
Carol Campa, TxDOT Traffic Safety Branch Supervisor/CTCM
Terry Pence, TxDOT Traffic Safety Section Director
Jim Hollis, TxDOT Interim Traffic Safety Section Director
George Villarreal, P.E., TxDOT Deputy Director, Traffic Safety Division
Michael A. Chacon, P.E., Director, Traffic Safety Division

