

Neighborhood Navigators 2.0

Walk and Roll Safety Education Lessons

The following is in draft format. The Oregon SRTS program was hoping to have this series of lessons pilot tested before launch, but due to COVID-19 and school closures we were not able to do the pilot tests.

We have sent these lessons out to teachers, educators, SRTS coordinators and have received valuable feedback that is being incorporated into these lessons and we'd like more. Please see Questions for Pilot Testers and the google questionnaire for additional feedback.

Once we are able to pilot test properly and make appropriate edits, this document will be designed for function and ease of use. Please let us know or share materials that you have found easiest to use so we can incorporate into final product.

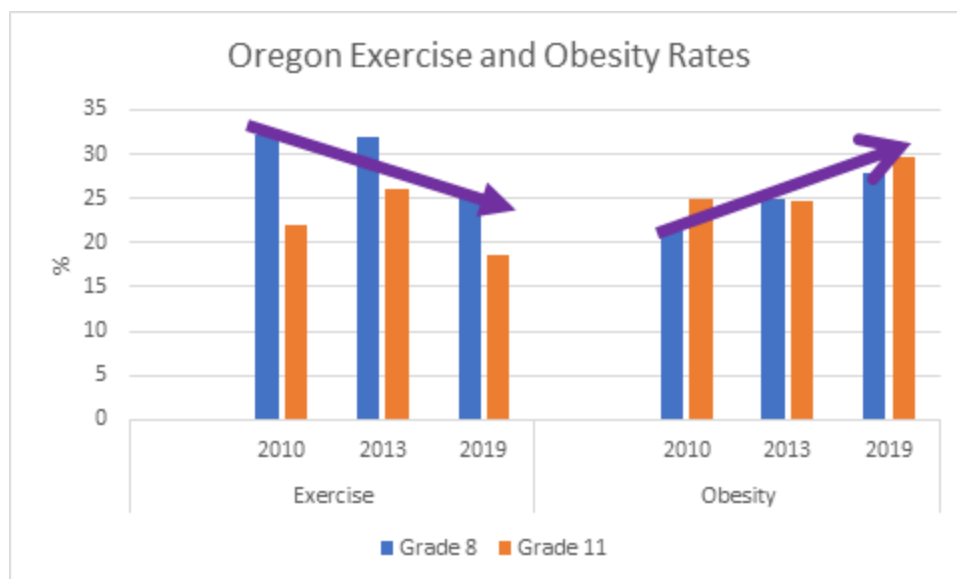
The Oregon Safe Routes to School (SRTS) program at the Oregon Department of Transportation (ODOT) has been funding local SRTS programs in communities throughout the state since 2008. Education is one of the primary pillars of all SRTS programs and communities are requesting relevant and easy to implement lessons so more of their students can safely and confidently choose an active transportation mode*, ** rather than being driven to school.

*walking, biking, scooting, skateboards. School Bus, Transit, Carpooling are also great ways to get around, but we are not addressing them here at this time.

**we will use the term walking and biking a lot and do wish to acknowledge people who use wheelchairs or other mobility devices. Many lessons have suggestions to allow people with particular needs to be included.

Several SRTS curricula have been used over the years including Safe Routes to School for Kids published in 2003 and Neighborhood Navigators published in 2010 to teach Pedestrian and Bicycle Safety knowledge and skills. The need for SRTS programming continues and it's time for an update!

In Oregon in 2019, 28.8% of grade 8 and 11 students are considered overweight or obese up from 23.2% in 2010. Additionally, the number of teens participating in physical activity* decreased from 27% in 2010 to 22% in 2019. There are more than 1,200 schools in Oregon serving over 600,000 students, yet only 21,333 or 3% of students were taught last year through existing programs. We need to make active transportation education easier to do.



*as classified by CDC recommended 60 minutes daily.

Kids today have become less active, less independent, and less healthy. In 1969, nearly 50 percent of all children in the United States (and nearly 90 percent of those within a mile of school) walked or bicycled to school. Today, that number has plummeted to fewer than 15 percent. During the morning commute, driving to school represents 10-14 percent of traffic on the road.

<https://www.saferoutespartnership.org/safe-routes-school>

Reasons parents have for not allowing their student to walk or bike to school include:

- Safety of intersections

- Speed of traffic along route
- Amount of traffic along route

If we taught students how to safely negotiate and interact with traffic and to select the appropriate routes for their skills, we hope more families will have the confidence to walk and bike to school and throughout the community.

Why is this important?

- Regular physical activity can help children and adolescents improve health. <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- More than 17% of Oregon's K-12 students are chronically absent. (<https://www.attendanceworks.org/policy/state-education-policy/oregon/#:~:text=Oregon%20has%20a%20chronic%20absence,American%20students%20were%20chronically%20absent>). SRTS education and programming initiatives can increase attendance and decrease tardiness by 15%. <https://www.future-ed.org/walking-school-bus-drives-better-attendance/>
- Students who are physically active tend to have better grades, cognitive performance and classroom behaviors. <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- Approximately 15-25% of morning traffic is generated by parents driving their kids to school. https://www.saferoutespartnership.org/sites/default/files/pdf/SRTS_talking_points.pdf

Oregon Safe Routes to School has created a series of lessons that we hope will increase the knowledge and skills of students so they can confidently choose to be active as they travel to and from school and throughout the neighborhood. The series of lessons are aligned with Oregon's state standards for Physical Education (PE) and Health (HE) and each lesson's evaluation corresponds to state expected grade level performance indicators. These lessons also align with several Comprehensive School Counseling behavior standards.

The series of lessons are grouped for grade levels: Early Elementary (K- Grade 3), Elementary (Grade3-5) and Middle (Grade 6-8). There is overlap because the material is important at several stages, and suggestions for older students are included in lessons. Considering how people learn at different ages has been considered and each grade level group has a suggested lesson sequence, though we encourage educators to review lessons and descriptions and choose the ones appropriate for your time available and students' needs.

(https://iprc.public-health.uiowa.edu/wp-content/uploads/2018/01/Final-Report_Inventory-of-Youth-Bicycle-Education-Programs_v3.pdf)

Most lessons take 5-15 minutes to teach and can be taught in a variety of settings:

- PE or other classes,
- after school
- summer programs
- at home.

Each lesson has a suggested grade range and when appropriate, modifications for rural and urban environments.

At a time when many schools lack funding for physical education and health classes, youth have few models of healthy and active lifestyles and few structured opportunities to engage in physical activity in school and

throughout the community. All youth need to have healthy, active living modeled and taught to them at an early age. With early modeling, healthy active lifestyles are more likely to be carried forward over a lifetime.

Kindergarten- Grade 3

Neighborhood Navigators for primary or K-3 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others and some students will need more or less practice in certain areas. Some lessons may be too young for grade 3 students, if so please see options for older students or Grade 3-5 section following.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. Please see below for suggested lesson choice for a variety of teaching day options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

K-Grade 3 Suggested Sequence

	Lesson Title	Purpose	Time	Notes
	Active Transportation Assembly	Introduction or celebration of event or successful lessons.	20-30 min	Usually a stand-alone event.
1	Introduction and Tally	Introduce active transportation lesson(s) and discover how class presently travels to school.	5 min	Ensure students know basic crossing steps plus need to be seen and establish eye contact at every and all intersections. Pick age/grade appropriate Rules and Decisions for this interactive class that could be done in "homeroom". A walk through school parking lot can exhibit many of the Rules and Decisions made earlier. Volunteer assistance needed if going outside. Choose one of these two lessons. Review group walking rules first. Pre-walked route mapped, permission and volunteer assistance needed. Bike riding, scootering or push bikes may be an option. Helmet and Safety Check are good skills even when not getting on wheels. Recommend drill day only on-campus, need volunteers.
2	Roadway Vocabulary Cube	Ensure age appropriate words and definitions are known and used. <i>(Optional, but good, fun information.)</i>	5-10 min	
3	I See You, You See Me	Understand how and why we must all establish eye contact when crossing any road.	10 min	
4	Steps for Safe Crossing	Learn how to do, and practice the steps required to cross safely.	10-20 min	
5	Rules to Know	Poster scavenger hunt to know and understand the rules that keep us safe while using the transportation system.	10 min	
6	Decision Making Carousel	Carousel activity to explore how to make decisions that affect health and safety.	10 min	
7	Dress the Walker Biker	A fun activity to discover what a walker and a bike rider can wear that will help them be safe and comfortable. <i>(Optional, but good, fun information.)</i>	5-10 min	
8	Parking Lot Safety	Learn what to look for to safely walk through parking lots.	20 min	
9	Safe Crossing Practice	Learn and practice the procedures necessary to safely and legally cross the road at an intersection.	15-30 min	
10	Walk-About	Show what pedestrian skills are known with neighbourhood walk.	20-30 min	
11	Helmet Fitting	Learn how to choose, fit and adjust a helmet designed for bicycling or scootering.	20-30 min	
12	Personal Safety Check	Learn how to check self and partner for safe walking, biking.	5-15 min	
13	Bike Drill Day	Learn and practice skills needed to safely and confidently ride a bike.	20-40 min	

Legend

Day 1	Day 2	Day 3	Day 4	Day 5	Optional
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Grade 3-5

Neighborhood Navigators for elementary or 3-5 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules as pedestrians and bicycle riders. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. If teaching bike safety skills, planning for the unit and each lesson's set-up, can take quite a bit of time.

Local bike stores can be a big help for the bike check and skills lessons and a hospital, or health clinic may be able to help with helmet fitting. Both may be able to help with bike rodeos, fairs or safety town. Many Oregon communities have held bike safety classes, have ideas, experience and may have bikes that can be borrowed.

While some programs allow students to bring their own bicycles to use during a bicycle safety course, this often consumes valuable instructional time to make sure the bicycles are in functional, working order and in many cases student bicycles will not be safe to use. Having access to a well-maintained bike fleet allows the community greater and more equitable access to the benefits of cycling, with the confidence of safe, reliable equipment. But purchasing, insuring, maintaining, storing and moving a bicycle fleet takes coordination, time and money.

If considering a bike fleet, be sure to follow [this guidance](#) from Oregon's SRTS program. As for assembly and upkeep, Bike Minnesota has [this](#) useful guide and if using a trailer to move the bikes, Eugene Springfield SRTS has [this](#) manual for outfitting the trailer. Please contact Oregon SRTS Manager to discuss options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

Grade 3-Grade 5 Suggested Sequence

	Lesson Title	Purpose	Time	Notes
1	Introduction and Tally	Introduce active transportation lesson(s) and discover how class presently travels to school.	5 min	If done already in another class (earlier years or in homeroom), this could be a quick review and move to helmet/bike checks, the drills and intersections.
2	Rules to Know	To understand the rules that keep us safe while using the transportation system.	10 min	
3	Decision Making Carousel	Explore how to make decisions that affect health and safety.	10 min	
4	Steps for Safe Crossing	Learn how to do, and practice the steps required to cross safely.	5-10 min	
5	Parking Lot Walk	Learn what to look for to safely walk through parking lots + critique	15 min	Everyone is a pedestrian and needs practice. Having students walk in neighborhood, and even parking lots, practicing skills learned can lead to better choices in the community. Parking lot walk + one of the other off-campus walks is ideal. Permission and volunteers needed.
6	Safe Crossing Practice	Practice how to cross a street with and without assistance.	15-30 min	
7	Walk-About	Show what pedestrian skills are known with neighbourhood walk.	15-30 min	
8	Helmet Fitting	Learn how to choose, fit and adjust a helmet designed for bicycling or scootering.	15-30 min	Done as stand alone or before beginning any skills training.
9	Bike Check	Learn how to choose, fit and adjust a bicycle to fit a rider and ensure it is safe to ride.	15-30 min	
10	Drill Day	Learn and practice how to perform necessary skills to ensure safe control.	30-45 min	Starting with Drills and then Intersections, prepares students for the complexities of negotiating an intersection. Doing the first days of intersections on campus in a controlled manner is ideal. Day one of Intersection walks students through turns considering Right of Way Rules, day two which could be next or for at least Grade 4. Permission and volunteers needed.
11	Intersections- Drill	Learn and practice the procedures necessary to safely and legally travel through at an intersection.	30-45 min	
12a	Intersection Day(s)	Learn and practice the procedures necessary to safely	45 min	
12b	 and legally travel through at an intersection.	45 min	

Legend

	Day 1		Day 2		Day 3		Day 4		Day 5
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Grade 6- 8

Neighborhood Navigators for middle school or 6-8 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules as pedestrians and bicycle riders. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users, plus start analyzing how to create communities that are better for active transportation.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others, and some students are more interested in further exploration.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. If teaching bike safety skills, planning for the unit and each lesson's set-up, can take quite a bit of time.

Local bike stores can be a big help for the bike check and skills lessons and a hospital, or the health clinic may be able to help with helmet fitting. Both may be able to help with bike rodeos, fairs or safety town. Many Oregon communities have held bike safety classes, have ideas, experience and may have bikes that can be borrowed.

While some programs allow students to bring their own bicycles to use during a bicycle safety course, this often consumes valuable instructional time to make sure the bicycles are in functional, working order and in many cases student bicycles will not be safe to use. Having access to a well maintained bike fleet allows the community greater and more equitable access to the benefits of cycling, with the confidence of safe, reliable equipment. But purchasing, insuring, maintaining, storing and moving a bicycle fleet takes coordination, time and money.

If considering a bike fleet, be sure to follow [this guidance](#) from Oregon's SRTS program. As for assembly and upkeep, Bike Minnesota has [this](#) useful guide and if using a trailer to move the bikes, Eugene Springfield SRTS has [this](#) manual for outfitting the trailer. Please contact Oregon SRTS Manager to discuss options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

Grade 6-Grade 8 Suggested Sequence

	Lesson Title	Purpose	Time	Notes
1	Introduction and Tally	Introduce active transportation lesson(s) and discover how class presently travels to school	2-5 min	Choose Rules and Decisions appropriate for age of students. Can be fast, but always good to review. Be sure to have maintenance gear (best is a bike shop volunteer) to assist with bike and helmet checks.
2	Rules to Know	To understand, teach and/or advocate for the rules that keep us safe while using the transportation system.	5-15 min	
3	Decision Making Carousel	Explore how to make decisions that affect health and safety.	5-10 min	
4	Helmet Fitting	Learn/ teach how to choose, fit and adjust a helmet and ensure all is safe to ride.	5-25 min	
5	Bike Check	Learn/ teach how to choose, fit and adjust a bicycle to fit a rider and ensure all is safe to ride.	5-25 min	
6	Drill Day	Learn/ teach and practice how to perform necessary skills to ensure safe control.	20-40 min	Set up for all drills takes about an hour, ensure equipment and space available. Volunteers needed.
7	Intersection Day(s)	Learn and practice the procedures necessary to safely and legally travel through at an intersection.	2x40 min	Recommended off campus, map route, permissions and volunteers needed.
8	Route Planning	Understand how maturity, skill and experience should determine route choice. Recognize and assess safe and unsafe situations and skills level, to plan routes.	10-20+ min	Separately or together, these lessons can be in teams or solo to look at what is needed for a variety of ages, abilities and needs. Maps and/or access to internet is needed.
9	Community Design Project	Identify safety concerns and present solutions to improve the safety of all people who are walking and bicycling in a particular setting.	15-30+ min	
10	Community Ride	Put skills learned in a practical, age appropriate, real world setting.	20-45+ min	Could be before or after Community Design Lesson, suggesting students look at infrastructure. Celebrate end of unit and final observation of skills. Pre-ride and map route, permissions and volunteers needed.

Legend

	Day 1		Day 2		Day 3		Day 4		Day 5
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Neighborhood Navigators 2.0 was produced for Oregon’s Safe Routes to School program as a resource for school districts, teachers, community groups, and local pedestrian and bicycle safety coordinators. This is an update to the original Neighborhood Navigators published in 2010 with the intent to be used for diverse class settings including P.E., Health, and after school or summer programs.

This curriculum is dedicated to children and youth in Oregon who are learning to become safe, active participants in the complex system of transportation, and their teachers, who are providing them with the tools to be successful.

There are so many amazing SRTS programs, lessons and research all over the world so I can guarantee that a lot of R&D* (rip off and duplicate) went into this product. Thank you to these and many others:

City of Tacoma SRTS	Colorado SRTS	Florida SRTS
Massachusetts SRTS	Minnesota Walk! Bike! Fun!	Bikeology
League of American Bicyclists- Smart Cycling	Safe Routes for Kids	Active and Safe Routes to School
City of Edmonton	CAN-BIKE	Active School Travel Planning

Thank you to everyone who participated in the development and review of the curriculum for their time, expertise and ongoing support:

- Oregon’s SRTS Leadership Committee and their Education Sub-Committee
- Oregon Department of Education: Suzanne Hidde and Jennifer Young
- Oregon State University: Dr Kathy Gunter

And many Teachers, SRTS Practitioners and Parents, including:

Cheryl Wardell	Leslie Villegas	Jim Hayhurst
Sarah Mazze	Zane Wheeler	Tina Skiles
Leah Biado- Luis	Jen Anderson	Hannah Day-Kapell
Chris Watchie	Lale Santelices	Abra McNair
Janis McDonald	Jordan Bailey	Noel Mickelberry

Brian Potwin	Whitney Bennett	David Lord
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Special thanks also goes to Jessica Lawrence of Cairn Guidance for providing expertise and assistance in curriculum writing and design of the original Neighborhood Navigators in 2010.

Finally, thank you to Lynne Mutrie of Mutrie Consulting for researching, writing and updating this important supplementary educational material and Commute Options for overseeing this project and contribution of curriculum, training and field experience.

Thank you for your interest in keeping kids safe, active and healthy.

Oregon SRTS was hoping to have this series of lessons pilot tested before launch, but due to COVID-19 and school closures we were not able to do the pilot tests.

We have sent these lessons out to teachers, educators, SRTS coordinators and have received valuable feedback that is being incorporated into these lessons and we'd like more. Please see Questions for Pilot Testers and the google questionnaire for additional feedback.

Once we are able to pilot test properly and make appropriate edits, this will be properly designed for function and ease of use. Please let us know or share materials that you have found easiest to use so we can incorporate this into the final product.

Please let us know if you are interested in pilot testing, when you think you can do that and what assistance you need. We understand that everything is up in the air right now, but please keep in touch!

Thanks again!

Heidi Manlove

With spring weather here, now is the time to give kids opportunities to be active, be engaged and have fun while taking a break from homeschooling. The following lessons were designed for Oregon's Safe Routes to School (SRTS) program to teach students how to confidently choose to be active as they travel safely to and from school and throughout the neighborhood.

These series of lessons are aligned with Oregon's state standards for Physical Education (PE) and Health (HE). Each lesson's evaluation corresponds to state expected grade level performance indicators which is stated at the end of each lesson. We designed these lessons to be used in classrooms, after school programs and summer camp, and hope that families can also use these to help their kids be safe and responsible now and in the future.

These lessons are in draft form but have been vetted by a group of teachers and SRTS practitioners. We were hoping to pilot test all lessons this spring but with school being closed due to COVID 19, we're hoping to get feedback in other ways. Please let us know what worked, what didn't, what you like, what didn't make sense. Or if you just want to try to give a little skills and knowledge to someone, please do so!

If you would like to formally review one of the lesson groups: K-3, GR 3-5, GR 6-8 and agree to fill out [this](#) questionnaire for each lesson, Oregon SRTS will give your program \$200 worth of equipment or supplies to teach your SRTS classes (the first 5!). Please let me know if you are interested.

Yours,

Lynne Mutrie

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