

Skill Building and Field Experience: Walking and Rolling to School

Driving Question for Learning Segment 8: What skills are necessary to ensure that I can arrive at school safely by either walking or rolling?

Purpose and Learning Objectives: The purpose of this learning segment is for students to complete skill building activities and gain field experience focusing on either walking and pedestrian safety **OR** biking and rolling safety. In each lesson students will learn new terms and concepts, participate in discussions, be evaluated during a larger field study, and gain knowledgeable skills that they can implement in order to walk or bike safer to school.

Standards:

Science	ELA/ELD	Math	Social Studies	Other

Vocabulary:

- *Varies for both lessons*

Materials:

- *Varies for both lessons*

This is a general outline for both lesson plans, to view a detailed lesson for rolling or walking, follow the links below:

Lesson Plan Options:

1. [SRTS-G2-LS8 \(Rolling\)](#)
2. [SRTS-G2-LS8 \(Walking\)](#)

Agenda: Engage, Explore, Explain, Extend/Elaborate, Evaluate

5Es	Activity	Students Will...	Teachers Will...	Timing
Engage	1. Benefits to Rolling List; <i>Travel Choice Survey; Bike Safe, Bike Smart Video</i> 2. 1. Benefits to Walking List; <i>Travel Choice</i>	Complete travel surveys and create benefits lists.	Record how students are getting to/from school and measure students' previous knowledge on the focus	20 Minutes (both)

	<i>Survey; Safety at Intersections Handout</i>		areas	
Explore	<p>1. Guest Speaker</p> <p>2. Walk This Way; How to be a Safe Pedestrian</p>	Gain knowledge on safety rules to follow when walking or biking.	Provide content and material (video or guest speaker) on safety rules when biking or walking,	<p>30 Minutes</p> <p>15 minutes</p>
Explain	<p>1. Class Discussion, Protect Your Brain, and Safe Biking Practices</p> <p>2. Stop, Look and Listen; Traffic signs, signals, and Rules of the Road</p>	Learning about specific topics under the general lesson focus (helmet safety and pedestrian rules).	<p>1. Teaching about the brain and bike safety practices</p> <p>2. Pedestrian safety and how to cross the street safely</p>	<p>30 Minutes</p> <p>20 minutes</p>
Extend/ Elaborate	<p>1. Picture Story and Introduction to the Bike Rodeo</p> <p>2. Picture Story; Introduction: <i>Walk Around the Block Field Trip</i></p>	Students will write stories based on either biking or walking, and get introduced to the next and final activity.	Introduce the Picture Story and the next and final activities based on focus area.	20 Minutes (both)
Evaluate	<p>1. Rule and Regulations and Bike Rodeo/ Bike Demonstrations</p> <p>2. Field Trip Prep; Walk Around the Block; Scaled Bar Graph</p>	Preparation for the activity (rules and regulations) and participate in the activity	Preparation for the activity (collect permission slips and get volunteers/chaperons) and facilitate and oversee activity	<p>2-3 Hours</p> <p>70 Minutes</p>
Extend/ Elaborate	<p>1. Class Debrief</p> <p>2. Class Debrief; Celebration!</p>	Class debrief on the final activity and the lessons as a whole.	Facilitate the class debrief and record student responses.	<p>5 minutes</p> <p>20 Minutes</p>

Content Support:

- *Varies for both lessons*