New Mexico Safe Routes to School
Classroom Curriculum
3rd - 5th Grade
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November 2012
Hello!

I’m the Safe Routes to School Champion at Mesilla Elementary in Mesilla, New Mexico. This curriculum has evolved over the past few years. Some parts are directly from other curricula (as listed below) and other parts I’ve created from my own experiences and feedback from students. I have found that other programs tend to emphasize only walking or only biking, so I’ve combined the two here. What I teach continues to evolve. Some of the students at our school have learned and practiced the skills for several years, and we are able to work on more advanced ideas. Each school will have its own personality, its own culture and a unique location. I’d ask that when you teach from this you make it fit the school you’re working with. Make it a flexible program, working off feedback from the students and staff. For me, the most important part of working with the Safe Routes to School program is to make it fun for the kids, of course while imparting serious information. This curriculum lends itself well to getting up and doing, rather than purely classroom lecture style.

Enjoy!

Ashleigh Curry
Safe Routes to School Champion
Mesilla Elementary School

**Resources:**

NM SRTS Resource Notebook
WalkSafe Curriculum
www.walksafe.us

Kidpower
www.kidpower.org

Oregon Department of Transportation
Neighborhood Navigators

Kids Health (website)

League of American Bicyclists
Bicycling 1-2-3 Course
http://www.bikeleague.org/programs/education/bicycling123.php
Pedestrian Safety Education

Walking is a great way to get physical activity and to get where you need to go. However, walking safely near roadways requires the ability to process complex information, such as traffic speeds, traffic signs and signals, and the location of safe street crossing zones. Young children do not have the cognitive or perceptual skills necessary to integrate such complicated information without adult supervision and training in pedestrian safety.1

NM SRTS encourages teaching pedestrian safety in schools, especially with students in Kindergarten through 5th grades. There are numerous curricula available; many at no cost (see Appendix I to view a table that provides a brief overview of and links to some of these curricula). The National Center for Safe Routes to School also provides a comprehensive data base of program tools, including curricula and tip sheets (see www.saferoutesinfo.org/ to access their resource page). Those teaching pedestrian safety may choose to use one of these curricula in its entirety, adapt specific lessons to fit classroom needs, or combine components of different curricula into new lesson plans.


Key Components of Pedestrian Safety Education

The following key components should be included in pedestrian safety education:

- Children should be provided opportunities to increase pedestrian safety knowledge and practice skills. Age appropriate classroom exercises on key pedestrian concepts (see below) should be followed by simulated and “real life” opportunities to practice their newly developing skills.
- Lessons should include age-appropriate, pedestrian-related vocabulary words.
- Whenever possible, pedestrian safety skills training should be repeated at multiple grade levels to reinforce safe pedestrian behaviors.
- Pedestrian safety concepts should be reinforced through cross-curricular activities, such as math, science, reading and art.
- Pedestrian safety lesson plans should be connected to school benchmarks.

Key Concepts of Pedestrian Safety Education

These key concepts are important to include in pedestrian safety curriculum:

- Safe pedestrian behavior (e.g., no running when crossing streets; no playing near streets; walking on sidewalks or near the edge of roadways if there are no sidewalks; walking on the left facing traffic; crossing in front of rather than behind stopped buses; etc.),
- How to safely cross a driveway,
- How to safely cross a street,
- How to safely cross an intersection,
- The meaning of traffic signs and signals,
- How to increase visibility by wearing reflective or light colored clothing, and
- How to use both vision and hearing to increase safety near roadways.

Other Considerations

Other important concepts that can be included are:

- Walking “with confidence” (e.g., walk with head up, be aware of surroundings, etc.);
- Exiting a car or bus safely,
  - Using safe pedestrian behavior in parking lots,
  - Walking to improve health, and
  - Mapping a safe walking route.

Pre- and post-tests can be important tools for both evaluating program effectiveness and for assessing student readiness. An example of a pre- and post-test can be found in Appendix H.

Older students (grades 6-8) may be ready for more advanced concepts related to pedestrian safety, such as transportation modes, laws, and community design. www.walknbike.org and www.saferoutesne.com include lesson plans geared towards older students.
Incorporating Pedestrian Safety

This curriculum can be used in units as written, or key concepts can be pulled from the lessons and used as 10 minute refreshers throughout the school year.

Key Concept

| Safe Pedestrian Behavior | 6 |
| Using Both Vision and Hearing Near Roadways | 6 |
| How to Safely Cross a Street | 14 |
| How to Safely Cross an Intersection | 17 |
| Meaning of Traffic Signs and Signals | 15 |

For more traffic safety lessons, or resources to outfit your classroom with a pedestrian safety theme, see below:

- Table of Pedestrian Safety Curricula: Appendix I
  -- Look for: “Safe Routes to School Toolkit” Product ID: 809 497
- International Walk to School Day in the USA:
  http://www.walkbiketoschool.org/get-set/plan-the-event/safety-first
- Safer New Mexico Now Injury Prevention Resources:
  http://www.safernm.org/IPRC/Downloads/Pedestrian_Safety_Resources.html
- National Center for Safe Routes To School: http://www.saferoutesinfo.org/
Lesson 1
Walking and Biking to School 30-45 minutes

Objectives
Students will:
1. Assess their current understanding of pedestrian and bicycle safety.
2. Understand why walking and biking to school is a good option.
3. Review vocabulary related to pedestrian and bicycle safety.

Materials:
Safe Routes to School
Pre-Program Assessment
(Appendix G - one copy per student)
Pencils
White board

Pre-Program Assessment
Presenter -- Hand out Pre-Program Assessment (Appendix G)
Students answer questions on their own.
Review and discuss page 1 (walking) only.
Use Pre-Program Assessment Answer Key (Appendix H) as a guide.
Page 2 (biking) will be covered with lesson 2.

Review Pedestrian Safety Rules:

Walk 2 x 2. That means have one person next to you. If we try to fit 3 people on a sidewalk we can be scrunched and someone might get bumped into the road.

Be Calm. No pushing or rough-housing. Save those games for the playground, it’s not safe to do that next to the road.

No talking while crossing. It’s OK to talk with your friend or family member while walking, but when you are crossing the road, stop talking so you can pay attention to your safety.

Look. When crossing the road, use your eyes. Look all around you, left, right, in front of you and even behind you. Check for cars from all directions.

Listen. Listen for cars, bicycles, and other people.

Be predictable. It’s important for cars to be able to see you and to be able to guess what you’re going to do next.

Safe Routes to School is a program that encourages kids and adults to walk and ride their bikes to school. I am here to talk with you about why it is important to walk or ride to school and how to be safe while you do it. We’ll start today with an assessment to see what you know and what you need to review. This is not a test and it won’t be a part of your grade. Please answer the questions, on your own and to the best of your ability. It’s OK if you don’t know these answers, we’ll review them all together when everyone is finished.
Never run.

1. If you run, you might trip and fall and then you’re in the road in front of a moving vehicle.
2. You can’t run faster than a car. Rather than running to beat a car, wait for it to pass before crossing.
3. It’s important for drivers to see you. If you are walking, it’s easier for them to see you and to stop if they need to. If you run, you might surprise a driver and they might not be able to stop.

Wear bright clothing. It is easier for drivers to see you if you are wearing bright clothing.

Rural Adaptation: Acequias

Acequias (or ditches) can provide a great path for walking or biking along to get to school. There’s less traffic and often you’re a little closer to nature. They have special rules in addition to the ones we just talked about:

Never go in the ditches. Water can be released at any time, without warning, and can come really fast. Ditches can also be easy to get into, and quite difficult to get out of.

Stay away from the edges. The ground can be loose close to the edge. Also, keep your eyes open for squirrel and snake holes, and make sure you don’t trip in them. Remember, you might also see vehicles along the acequias. If one passes you, be prepared to move to the side away from the water or the ditch to make room for the vehicle, and wait for the vehicle to pass before walking again.

Presenter’s Tip

If you have retro-reflective material you can show it here and describe how light from cars makes it easier to see pedestrians.
Lesson 2
Bicycle Safety

30-45 minutes

Objectives
Students will:
1. Learn the NM Helmet Law and the importance of wearing a helmet while riding.
2. Learn the proper way to wear a helmet.
3. Learn to check bicycles to make sure they’re in ridable condition (A-B-C Quick Check).
4. Learn the rules of the road for bicycles.
5. Learn hand signals.

Materials:
Helmet that fits you
Bicycle (any size)

Presenter’s Tip:
Review page 2 of pre-program assessment from Lesson 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who here rides bikes?</td>
<td>(Raised hands)</td>
</tr>
<tr>
<td>Who knows what you should always wear on your head when you ride a bike?</td>
<td>A helmet.</td>
</tr>
<tr>
<td>Why do we need to wear a helmet?</td>
<td>To protect our heads. It’s the law in NM for ages 17 and under.</td>
</tr>
<tr>
<td>Why do we need to protect our heads?</td>
<td>Because we need to protect our brains.</td>
</tr>
</tbody>
</table>

If you have a crash and your brain gets hurt, there is a chance that your brain will not heal. If you scraped your leg, you might bleed and have a scab for a while. If you broke your arm, you might have a cast for a while and then it would come off and chances are you’d be perfectly fine. A hurt brain can be a really serious problem for a long time. Helmets don’t stop accidents from happening, but they can protect your brain against getting badly hurt.

Review the New Mexico Helmet Law. Emphasize that children under 17 must wear a well-fitted helmet that is buckled when they ride a bike, and also when riding skates, scooters or skateboards.

New Mexico Helmet Law
32A-24-3. Helmet use requirements; civil penalty.

A. It is unlawful for a parent or legal guardian of a minor to knowingly permit that minor to operate or be a passenger on a bicycle, skates, scooter or skateboard unless that minor wears a well-fitted protective bicycle helmet, fastened securely upon the head with the straps of the helmet.

For more information please see the website of the New Mexico Legislature:
http://www.nmlegis.gov
Helmet Fitting Demonstration.

It’s important to wear a helmet that fits.

1. A good fitting helmet is neither tight nor loose. If you have it on your head (but not buckled) and you tip your head upside down, your helmet should stay on.

2. Your helmet should be flat on your head - parallel to the ground. If it is pushed up where you can see your whole forehead, it won’t fully protect you. If it is down over your eyes, you won’t be able to see where you are going!

3. You should have 2 finger widths between your helmet and your eyebrows. Everyone take two fingers, squeeze them together and hold that up to your eyebrows. Your helmet should be at the top of your two fingers.

4. The straps of the helmet should go around your ears in a Y shape, with the attachment just below your ear lobe.

5. Your buckle should be adjusted so that you have 2 fingers between your strap and your chin (when you are looking straight ahead.)

Presenter’s Tip:
Put on your helmet to demonstrate how it is done correctly while discussing.

Presenter’s Tip:
If you know any helmet incident stories of your own, use them. It always has more impact to use a story that your students can relate to.

I know a couple of kids who wore their helmets and prevented some pretty nasty injuries. Jarod was riding his bike and didn’t see a low branch on a tree. He whacked right into it, dented his helmet and walked away without a scratch.

Lane was riding his bike and hit a curb. He went flying off his bike and landed head first into the sidewalk. He destroyed his helmet, and other than a bit of a headache, he was fine. They both could have ended up in the hospital if they hadn’t been wearing helmets.
A-B-C Quick Check

Before we ride our bikes, we need to do something called an A-B-C Quick Check. We do this to make sure our bicycle is safe and ready to ride.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does anyone know what we put in our tires that starts with the letter A?</td>
<td>A is for Air!</td>
</tr>
<tr>
<td>Does anyone know what we use to stop our bicycles that starts with the letter “B”?</td>
<td>B is for Brakes!</td>
</tr>
<tr>
<td>Does anyone know what this is? (Point to the chain.) It starts with the letter C.</td>
<td>C is for chain!</td>
</tr>
</tbody>
</table>

We check the air in our tires by getting off our bicycles and squeezing our tires with our hand or pinching the tires between our thumb and pointer finger. If the tire is soft, it probably needs air. Ask an adult to help you put the air in the tire with a bicycle pump.

We check our brakes by rolling our bicycle forward and first squeezing the left brake, we see if our bike stops. The left brake stops our front wheel. Then we check our right brake, which stops our back wheel.

If you have brakes that stop when you pedal backwards - those are called coaster brakes - give those a try before you go out on your ride.

We need to make sure that the chain is tight and is on the gears. We need to make sure there isn’t anything caught up in our chain.

Next we give our bike a ‘quick check’ over to make sure that everything looks right. Make sure that the seat is on straight and tight, and the handlebars are straight and tight. Make sure no cables are hanging down.

Now we check our clothes and our backpacks:
* Make sure your shoelaces are tied tight.
* Make sure your backpack doesn’t have any long straps hanging down.
* Make sure you don’t have any loose clothing hanging down that could get caught in the wheels or gears.

When you ride your bicycle, wear bright clothing or retro-reflective gear and/or lights on your bike so cars can easily see you.
**Presenter’s Tips:**
National Highway Traffic Safety Administration (NHTSA) recommends that children less than 10 years old ride on the sidewalk.

Third grade students should always have an adult with them when they ride their bike.

By age 10, children should have developed the vision, hearing and ability to judge speed sufficiently to negotiate crossing neighborhood streets without an adult.

Recommend to students 10 years and older that they ask their parent’s permission before riding alone.

If a bike train is available at your school, encourage students to join it. (More information at: http://www.saferoutesinfo.org/program-tools/what-bicycle-train)

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**Rules of the road**

Did you know that when you’re on your bike, you should act like a vehicle? We need to make sure that we follow the rules of the road.

<table>
<thead>
<tr>
<th>Which side of the road do cars drive on?</th>
<th>On the right.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycles are considered vehicles and should ride in the same direction as traffic. Whether you’re riding on the road or the sidewalk, you always need to be aware of cars coming out of driveways and side roads.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you are riding a bicycle, do you stop at red lights?</th>
<th>Of course - because we follow the same rules of the road as cars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you stop at stop signs? Yes!</td>
<td></td>
</tr>
</tbody>
</table>

We’re going to learn three important ways to behave when we are riding our bicycles.

<table>
<thead>
<tr>
<th>Who knows what it means to be aware?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware means knowing what’s going on around you. You can be aware by seeing - looking all around you. You can be aware by listening - you might hear cars, a bicycle bell, a siren, a dog barking. You can even be aware by smelling! For example, when you smell smoke, you know there’s a fire.</td>
</tr>
</tbody>
</table>

We should always pay attention to everything that is going on around us when we ride our bicycles and when we walk.

<table>
<thead>
<tr>
<th>Who knows what it means to be predictable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It means behaving so that people around you can guess what you are going to do next.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who knows what communicate means?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It means talking. We can talk with our voices. Or we can talk with our hands (like waving!)</td>
</tr>
</tbody>
</table>

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By age 10, children should have developed the vision, hearing and ability to judge speed sufficiently to negotiate crossing neighborhood streets without an adult.

Recommend to students 10 years and older that they ask their parent’s permission before riding alone.

If a bike train is available at your school, encourage students to join it. (More information at: http://www.saferoutesinfo.org/program-tools/what-bicycle-train)
Math Exercise to Emphasize Importance of Riding with Traffic

**Presenter’s Tip:**
Write the equations out on the board.
25mph-10mph = 15mph and 25mph+10mph = 40mph

If you are riding at 10 mph and you are going the same direction as a car that is going at 25 mph, if the car hits you from behind do you add or subtract the speeds?

- Subtract.

What would be the impact of the crash?

- You’d get hit with an impact of 15mph.

If you are riding at 10 mph and you are going the opposite direction as a car that is going at 25 mph, if the car hits you from the front do you add or subtract the speeds?

- Add

What would be the impact of the crash?

- You’d get hit with an impact of 40mph.

As you can imagine, it would be better to have an impact of 15mph, rather than 40mph! Of course the best option is not to get hit at all!
Hand Signals

Now we’re going to learn ways to communicate with our hands when we’re on a bicycle. These motions serve as our turn signals and brake lights. If you are new to riding a bicycle, the most important thing is for you to keep both hands on the handlebars and stay in control of your bicycle. The adult with you can signal with their hands to the cars. You can tell the other riders around you what you are doing with your voice. If you have been riding your bike for awhile, you should start using hand signals. Let’s practice them.

Everyone stand up and face forward. Do the hand signals with me and say in a loud clear voice the signal you are giving. When you are riding with other people, you should do the signals and say them at the same time.

Presenter’s Tip:
Face the same direction as the kids as you are teaching this. Your back will be to the students.

Do the signal and say it at the same time. Do this 3 or 4 times, mixing it up. Then just do the signals and have the kids shout them out.
Lesson 3
Outdoor Activity: Skill Practice

30-45 minutes

Objectives
Students will:
1. Learn to stop at the curb.
2. Learn to walk with awareness and confidence while crossing the road.
3. Gain awareness of the complexities of roadway and traffic.
4. Practice crossing safely between parked cars.
5. Practice using bicycle hand signals.

Set Up and Materials:
1. Outdoor space, like a bus lane or an area that will be free of traffic.
2. Pedestrian, bicycle and car cards (Appendices A,B,C).
   Have enough cards for each child to “be” a bicycle, a car, or a pedestrian.
3. One set of traffic light cards (Appendix D).
4. One set of Walk/Don’t walk cards (Appendix E).

Activity 1. Stopping at the curb.
Everyone line up, shoulder to shoulder, facing the road.
Everyone walk forward.
Stop when you get to the curb.
Stay where you are.
Sometimes streets are really narrow and the sidewalk is right next to the road.
This means we can be very close to cars, trucks and buses.
Pretend I’m a big truck driving by, and my elbow out to the side is the mirror.

Presenter -- Walk by and almost bump the kids with your elbow.
Oh no!! We were really close to each other there!
Everyone take a step back and let’s try it again.

Presenter -- Walk by again, this time showing that there is distance between the students and your elbow.
When you are walking on the sidewalk, don’t walk on the very edge by the curb. Move back a step to give big trucks, buses and cars room to pass.
Everyone go back to your starting point.
Walk again towards the road and stop BEFORE you get to the curb this time.

Rural Adaptation
If the roads in your area don’t generally have curbs, discuss with the children how to determine where to walk before starting the activity.

Activity 2. Crossing the road safely.
The safest place to cross a road is at a light or at a crosswalk.
If you aren’t near a crosswalk or a light, the next safest place is at an intersection where cars are stopping. Always watch for turning cars.

Everyone line up at the curb. We are going to pretend this bus lane is a crosswalk and we’re going to cross the road together.
When we are crossing the road, we need to stop talking and give our full attention to our safety.
Remember we need to be aware: that means seeing and listening.

First we look left, right, and then left again.
We check behind us for cars that might be turning, and we look in front of us.
Activity 3 - Practice being a car, a bicycle or a pedestrian

**Presenter -- Hand out car, pedestrian and bike cards.**
All the pedestrians (that means walkers), stand on the sidewalk.
All the bicyclists, line up on the right side of the road, next to the curb.
All the cars, line up on the right side of the road, but to the left of the bicyclists.

Everyone walk, ride, or drive forward.
Watch me for signs.
**Presenter -- Hold up a red light sign.**
Bicycles use hand signals and words to stay STOPPING!
Everyone stops.

Walkers, I’d like you to cross the road. What do you need to do to cross the road safely?
Push the button at the light and wait for the walk sign.

**Presenter -- Hold up “Don’t Walk” sign. Then hold up “Walk” sign.**
Before you walk out in the street, even if it says “Walk”, you need to make sure the bike riders and drivers see you. Wave to them and make sure they nod or wave back. Then go ahead and cross the road quickly, without running, making sure to look all around you as you go.

**Presenter -- Hold up “Green Light” card**
Cars and bicycles go.
**Presenter -- Hold up “Yellow Light” card, then quickly “Red Light” card**
Stop again.

**Presenter -- If there is time, you can swap cards and let the students try a different role: bicycle, vehicle or pedestrian.**
There is a lot to pay attention to on the road. Drivers are paying attention to where they are going. They are changing gears, maybe listening to the radio. They need to keep their eyes open for cyclists, pedestrians, other cars and traffic signals. Imagine how hard it would be for a driver to suddenly stop a car if someone ran out in front of them?

Bicyclists also have to pay attention. They are watching the road, making sure nothing dangerous, like a stick or a rock, is in their path. They are making sure other traffic sees them. They’re also watching out for pedestrians, loose dogs and of course, traffic signals like lights and stop signs.

It is really important that walkers make sure that cars and cyclists see them and that they communicate. That means making eye contact and waving before walking out in front of them.

**Activity 4 - Crossing between parked cars**
Crossing between parked cars is never the safest option, but sometimes it’s the only choice. If you have to cross between parked cars:
1. Make sure that the cars are not running - look for an empty driver’s seat and listen to make sure there is no engine running in either car.
2. Walk between the cars and stop before you get to the road.
3. Lean forward and look left, right, and then left again to make sure the road is clear to cross.
4. Cross the road, walking quickly without running, and continue to look left and right as you go.
Lesson 4
Field Trip to an Intersection

45 min - 1 hour

Objectives
Students will:
1. Practice pedestrian safety.
2. Cross at an intersection, using awareness and confidence, and pedestrian safety skills.
3. Learn crosswalk signals.

Set up and Materials
Research a good location for a field trip ahead of time. 1/4 mile to a 1/2 mile is optimal.

Send parent letter (Appendix F) and field trip permission slips home one week in advance.

It’s best to have at least 3-4 adults for this field trip, if possible. The more the better, especially for younger kids.

Make sure field trip permission slips have been signed and returned.

Presenter's Tip
NHTSA recommends that children should not cross streets alone before they are 10 years old.

Presenter -- Review the safety rules for walkers before leaving the school.
1. Walk two by two down the sidewalk.
2. No pushing or rough playing.
3. Don’t walk at the edge of the sidewalk along the curb.
4. Talk with your friends, but stop talking when you need to cross the roads.
5. Watch for driveways and cars pulling in and out.

Presenter -- At the intersection, gather the group together. Have the children walk in groups through the crosswalk to decrease the crossing time needed.
1. Stop talking so you can pay attention to your safety.
2. Before you push the button, look around the intersection to see what’s going on.

Presenter -- Talk about which button to push for which direction to cross the road. (Follow the arrow.)
1. Even when the sign says ‘walk’, look in all directions before you step out into the road.
2. Walk within the crosswalk.
3. If the sign changes to ‘don’t walk’ while you are crossing, keep going and don’t turn back.
4. When you get to the other side of the road, move forward onto the sidewalk to allow room for those behind you to get on the sidewalk too.

Presenter -- Cross 3 of the 4 sides of the intersection like this. On the final crossing of the intersection, go in small groups, or if time allows, individually. Select 2-4 students at a time to go. They will be in charge of paying attention to the intersection, pushing the button, looking before stepping out, walking across while looking all around them as they go. They wait on the other side with another adult while the next group goes. Depending on the intersection, the maturity of the students and the comfort level of the teachers and presenter, kids can practice walking without adult assistance. Presenter and teacher will be there to ensure safety, but students will cross on their own. Walk back to the school.

Rural Adaptation:
It may be necessary to practice at an intersection that doesn’t have crosswalks or crosswalk signals. In this case, emphasize the increased awareness and caution needed when crossing at an intersection since there are no signals to help guide the crossing.
Appendix A - Pedestrian cards (print on card stock and cut)
Appendix E - Walk/ Don’t Walk Signs (print on card stock and cut)
FIELD TRIP NEXT FRIDAY, March 9th
PLEASE SIGN AND RETURN!

March 2, 2012

Dear Parents of Mrs. Gutierrez’s Class;

Your children have been learning about pedestrian and bicycle safety through the Safe Routes to School program. On Friday, March 9th we will be taking a short walking field trip to the intersection of Hwy 28 and Calle del Sur. We will be leaving the school at 1:15p.m. and walking to the light where we will put our safety skills to practice. We will return to the school at approximately 2:15 p.m. If you wish to join us, please do. We can always use additional adult help.

Please return the attached permission slip. If children do not have their permission slips by Friday morning, they will not be able to participate.

Thank You,

Ashleigh Curry
Safe Routes to School Champion
cell: xxx-xxxx

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PLEASE SIGN AND RETURN!

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Thank You,

Ashleigh Curry
Safe Routes to School Champion
cell: xxx-xxxx
NM Safe Routes to School  
Pre-program Assessment

What is a pedestrian?

What is a vehicle?

What is an intersection?

Name 3 reasons why you should walk or bike to school
1.  
2.  
3.  

Multiple Choice:
If the sidewalk isn’t wide enough for friends to walk together, you should:
a) walk behind your friends  
b) walk in the road, as long as there’s no traffic  
c) squeeze together so you can fit  

Where should you cross the road?
a) Wherever you need to, to get to where you’re going  
b) Only at a crosswalk or traffic light  
c) At a crosswalk, traffic light or an intersection  

Which side of the road should you WALK on, if there is no sidewalk?
a) Left side, with cars coming towards you  
b) Right side, with cars coming from behind you  

When you want to cross the road at a light, what should you do?
a) Just go, cars will stop for you.  
b) Look both ways to make sure there are no cars and cross when it’s clear  
c) Push the button and wait for the light to signal walk  

When the light indicates “walk” you should (circle all that apply):
a) stop conversation so you can pay attention to the traffic  
b) run to get across as fast as possible  
c) look both ways and behind you to make sure the traffic is waiting  
d) communicate with the drivers of the cars before stepping into the crosswalk
Which side of the road should you RIDE A BIKE on?

a) Right side, same direction as cars  
b) Left side, with cars coming towards you

Who is REQUIRED by law in NM to wear a helmet when riding a bike, skateboard or scooter?

a) no one  
b) everyone  
c) people under the age of 18

Who SHOULD wear a helmet when riding a bike, skateboard or scooter?

a) no one  
b) everyone  
c) people under the age of 18

How much space should there be between your helmet and your eyebrows?

a) none at all  
b) 2 fingers’ width  
c) you should be able to see your whole forehead

How tight should your helmet strap fit under your chin?

a) you don’t need to buckle it  
b) as tight as you can get it  
c) you should be able to put 2 fingers between your strap and your chin

What things on your bike, starting with the letters a, b, and c should you check before riding your bike?

a = _______________________________________________

b = _______________________________________________

c = _______________________________________________

Which hand signals stop (circle all that apply):

a) [Image]  
b) [Image]  
c) [Image]  
d) [Image]

Which hand signals left turn (circle all that apply):

a) [Image]  
b) [Image]  
c) [Image]  
d) [Image]

Which hand signals right turn (circle all that apply):

a) [Image]  
b) [Image]  
c) [Image]  
d) [Image]
Teacher: _______________
Your Name: ____________________________
Date: ___/____/____

**NM Safe Routes to School**

**Pre-program Assessment Answer Key**

What is a pedestrian?
**Someone who walks. A walker.**

What is a vehicle?
**A car, a bus, a truck, a motorcycle, a bicycle. (A means of carrying or transporting.)**

What is an intersection?
**Where two roads cross each other.**

Name 3 reasons why you should walk or bike to school [Many acceptable answers, here are a few...]
1. It’s good exercise / it’s healthy / it gives us energy / it burns calories
2. It’s good for the environment / it keeps pollution out of the air / it saves gas / it reduces traffic
3. It’s fun / it’s social / it’s easy / it’s independent

**Multiple Choice:**
If the sidewalk isn’t wide enough for friends to walk together, you should:
- (a) walk behind your friends
- (b) walk in the road, as long as there’s no traffic
- (c) squeeze together so you can fit

Where should you cross the road?
- (a) Wherever you need to, to get to where you’re going
- (b) Only at a crosswalk or traffic light
- (c) At a crosswalk, traffic light or an intersection

Which side of the road should you WALK on, if there is no sidewalk?
- (a) Left side, with cars coming towards you
- (b) Right side, with cars coming from behind you

When you want to cross the road at a light, what should you do?
- (a) Just go, cars will stop for you.
- (b) Look both ways to make sure there are no cars and cross when it’s clear
- (c) Push the button and wait for the light to signal walk

When the light indicates “walk” you should (circle all that apply):
- (a) stop conversation so you can pay attention to the traffic
- (b) run to get across as fast as possible
- (c) look both ways and behind you to make sure the traffic is waiting
- (d) communicate with the drivers of the cars before stepping into the crosswalk
Which side of the road should you RIDE A BIKE on?

a) Right side, same direction as cars
b) Left side, with cars coming towards you

Who is REQUIRED by law in NM to wear a helmet when riding a bike, skateboard or scooter?

a) no one
b) everyone
c) people under the age of 18

d) people under the age of 18

Who SHOULD wear a helmet when riding a bike, skateboard or scooter?

a) no one
b) everyone
c) people under the age of 18

d) people under the age of 18

How much space should there be between your helmet and your eyebrows?

a) none at all
b) 2 fingers’ width
c) you should be able to see your whole forehead

d) you should be able to see your whole forehead

How tight should your helmet strap fit under your chin?

a) you don’t need to buckle it
b) as tight as you can get it
c) you should be able to put 2 fingers between your strap and your chin

d) you should be able to put 2 fingers between your strap and your chin

What things on your bike, starting with the letters a, b, and c should you check before riding your bike?

a = Air
b = Brakes
c = Chain

d) Air

e) Brakes

Which hand signals stop (circle all that apply):

a)  

b)  

c)  

d)  

e)  

Which hand signals left turn (circle all that apply):

a)  

b)  

c)  

Which hand signals right turn (circle all that apply):

a)  

b)  

c)  

d)  

Appendix H - Pre-Program Assessment Grade 3-5 Answer Key
## 1-4 Comprehensive Pedestrian Safety Curricula

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description</strong></td>
<td>Succinct, easy to implement curriculum that touches on all of the fundamentals of walking and bicycling safely. Adapted from Walk Safe, Neighborhood Navigators and League of American Bicyclists curricula.</td>
<td>Focuses on teaching and encouraging practice in safe pedestrian behaviors so that children develop knowledge and skills into an automatic response in behavior. Good practical aspects.</td>
<td>In-depth curriculum focusing on safe, efficient and healthy transportation choices, pedestrian safety, community and neighborhood design.</td>
<td>Emphasizes practicing skills such as safe street crossing and bicycle riding. Each grade set builds on skills and concepts introduced in previous years.</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>Over 1 year</td>
<td>Not Specified</td>
<td>1 month with repetition and practice throughout the year</td>
<td>Not Specified</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>4 Lessons including simulation practice outside and practice on neighborhood streets and intersections</td>
<td>5 Lessons with optional practice on school grounds or neighborhood walks</td>
<td>5 Lessons with walking activities included as part of lessons for all grades</td>
<td>5-7 Lessons for each grade, classroom and outside safety practice</td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td>Stop and Look with Willy Whistle**</td>
<td>Stop and Look with Willy Whistle**</td>
<td>Step to Safety with Asimo</td>
<td>Ride Smart: It’s Time to Start</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>K-5</td>
<td>K-5</td>
<td>K-8</td>
<td>K-5</td>
</tr>
<tr>
<td><strong>Pedestrian or Bicycle</strong></td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian</td>
<td>Pedestrian</td>
<td>Pedestrian K-2 Bicycle 3-5</td>
</tr>
<tr>
<td><strong>Urban or Rural</strong></td>
<td>Urban and Rural</td>
<td>Urban</td>
<td>Urban and Rural</td>
<td>Urban</td>
</tr>
<tr>
<td><strong>Equipment Needed</strong></td>
<td>Road Sim Materials,* Space, Bicycle Helmets, Video Player</td>
<td>Road Sim Materials,* Space, Video Player</td>
<td>Road Sim Materials,* Space, Safety Vests, Whistle, Adult Assistant</td>
<td>Road Sim Materials,* Space, Art Supplies, Video Player***, Bicycle Helmets, Community Experts, Volunteers</td>
</tr>
<tr>
<td><strong>To be delivered by</strong></td>
<td>Volunteer or Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Pedestrian: Classroom Teacher Bicycle: PE Teacher</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>New Mexico</td>
<td>Nat'l Assoc. of Sport and Phys Ed</td>
<td>Oregon Educational Standards</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Developed by and Last Updated</strong></td>
<td>Ashleigh Curry, Mesilla Elementary School, New Mexico, 2012</td>
<td>National Highway Traffic Safety Administration, 2010</td>
<td>Bicycle Transportation Alliance grant from Oregon’s SRTS Program, March 2010</td>
<td>Rockville Department of Recreation and Parks, 2003</td>
</tr>
</tbody>
</table>

*Road Simulation Materials May Include: Cones, Tape, Tarp, Sidewalk Chalk, etc.
**Video not completely consistent with best pedestrian safety practices. See Mesilla, NM curriculum which highlights inconsistencies for discussion.
***One lesson includes the use of a “Bad Driver Video” which is no longer available.
### 5-8 Pedestrian and Bicycle Curricula based on Portland Kid’s on the Move

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame</td>
<td>1 Month</td>
<td>Not Specified</td>
<td>Not Specified</td>
<td>1 week in Fall, Repeat in Spring</td>
</tr>
<tr>
<td>Format</td>
<td>25 Lessons with cross-age teaching, parent involvement, and practice outside</td>
<td>17 Lessons with classroom and outside activities</td>
<td>13 Lessons, mostly classroom activities with some practice outside</td>
<td>2 Lessons including a neighborhood walk</td>
</tr>
<tr>
<td>Video</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Grades</td>
<td>K-5</td>
<td>K-6</td>
<td>K-3</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>Pedestrian or Bicycle</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian</td>
</tr>
<tr>
<td>Urban or Rural</td>
<td>Urban</td>
<td>Urban</td>
<td>Urban</td>
<td>Urban</td>
</tr>
<tr>
<td>Equipment Needed</td>
<td>Tape, Art Supplies, Clothing Catalogs, Whistle, Tricycles or Bicycles, Helmets, Reflective Tape, Adult Volunteers</td>
<td>Tape, Art Supplies, Clothing Catalogs, Whistle, Tricycles or Bicycles, Helmets, Reflective Tape, Adult Volunteers</td>
<td>Tape, Art Supplies, Clothing Catalogs, Whistle, Tricycles or Bicycles, Helmets</td>
<td>Road Sim Materials*, Whistle or Harmonica, Safety Vests</td>
</tr>
<tr>
<td>To be delivered by</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Standards</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Developed by and Last Updated</td>
<td>City of Portland, OR 1994</td>
<td>Iowa Bicycle Coalition No date provided</td>
<td>City of Fort Collins, Co No date provided</td>
<td>Bicycle Transportation Alliance of Portland, OR 2012</td>
</tr>
</tbody>
</table>

*Road Simulation Materials May Include: Cones, Tape, Tarp, Sidewalk Chalk, etc.

***Visit the [Portland Bureau of Transportation website](http://www.portlandbureauoftransportation.org) for more information*
### 9-11 Pedestrian and Bicycle Curricula – Intensives (short 3-5 day plans); mostly focused on International Walk to School Day preparation

<table>
<thead>
<tr>
<th>Title</th>
<th>9. <strong>Walk Safe</strong></th>
<th>10. <strong>WalkSmart BikeSmart Vermont</strong></th>
<th>11. <strong>Marin County Bicycle Coalition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description</td>
<td>Included in NM SRTS Resource Notebook for teaching basics of pedestrian safety in the classroom and has been shown to significantly increase the pedestrian safety knowledge of elementary school children.</td>
<td>Basic pedestrian or bicycle safety in one 30-45 minute lesson. Includes pre/post tests.</td>
<td>Basic pedestrian safety and encouragement for walking.</td>
</tr>
<tr>
<td>Time Frame</td>
<td>3 days to coincide with International Walk to School Day</td>
<td>1 day Fall or Spring</td>
<td>Not Specified</td>
</tr>
<tr>
<td>Format</td>
<td>3 Lessons: classroom discussion; outdoor simulation; poster contest</td>
<td>1 Pedestrian Safety Lesson K-2 1 Bike Safety Lesson 2-6 Classroom activities only</td>
<td>3 Lessons including a neighborhood walk</td>
</tr>
<tr>
<td>Video Included</td>
<td><strong>Stop and Look with Willy Whistle</strong></td>
<td><strong>Ride Smart: It’s Time to Start; Bike Safe, Bike Smart</strong></td>
<td><strong>Step to Safety with Asimo</strong></td>
</tr>
<tr>
<td>Grades</td>
<td>K-5</td>
<td>K-6</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>Pedestrian or Bicycle</td>
<td>Pedestrian</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian and Bicycle</td>
</tr>
<tr>
<td>Urban or Rural</td>
<td>Urban</td>
<td>Rural and Small Town</td>
<td>Urban</td>
</tr>
<tr>
<td>Equipment Needed</td>
<td>Road Sim Materials,* Space, Video Player, Art Supplies</td>
<td>Road Sim Materials,* Overhead Projector, Bike, Bike Rack, Backpack, Helmet, Bike Clothes</td>
<td>Art Supplies, Video Player, Music</td>
</tr>
<tr>
<td>To be delivered by</td>
<td>Classroom Teacher</td>
<td>Volunteer</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Standards</td>
<td>NM Education Standards</td>
<td>Vermont’s Framework of Learning</td>
<td>N/A</td>
</tr>
<tr>
<td>Developed by and Last Updated</td>
<td>University of Miami, FL, Miller School of Medicine No date posted for curriculum</td>
<td>JoEllen Tarallo-Falk, Ed.D., Executive Director of the Center for Health and Learning 2008</td>
<td>Marin County, CA, SRTS 2003</td>
</tr>
</tbody>
</table>

*Road Simulation Materials May Include: Cones, Tape, Tarp, Sidewalk Chalk, etc.*
### 12-13 Pedestrian and Bicycle Expanded Curricula (Less Focus on Pedestrian Safety)

<table>
<thead>
<tr>
<th>Title</th>
<th><strong>12. Safe Routes Nebraska</strong></th>
<th><strong>13. Activate Your Place</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description</strong></td>
<td>Very little focus on Pedestrian Safety (and only in K-2 lessons); many lessons are on health nutrition, and community topics.</td>
<td>Focuses on engaging rural middle-school students around issues of physical activity, pedestrian safety, and aspects of the built environment that are conducive to healthy living.</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>1 week to coincide with International Walk to School Day</td>
<td>Not Specified</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>5 Lessons each grade, including 1 walk for K-2</td>
<td>4 Lessons</td>
</tr>
<tr>
<td><strong>Video Included</strong></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>K-8</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Pedestrian or Bicycle</strong></td>
<td>Pedestrian and Bicycle</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Urban or Rural</strong></td>
<td>Urban</td>
<td>Urban and Rural</td>
</tr>
<tr>
<td><strong>Equipment Needed</strong></td>
<td>Bike Helmet, Pedometers, Stop Sign, Traffic Vests</td>
<td>Student Workbooks, Whiteboard/Chalkboard, Computers, Access to the Internet, Projector, Screen, Tape, Sticky Dots, Markers, Large Map of the School Grounds, Surveyor's Wheel</td>
</tr>
<tr>
<td><strong>To be delivered by</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher or Professional Guest</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>Nebraska</td>
<td>New Mexico</td>
</tr>
<tr>
<td><strong>Developed by and Last Updated</strong></td>
<td>Safe Routes Nebraska 2012</td>
<td>Andrew Gingerich at the University of New Mexico Prevention Research Center 2012</td>
</tr>
</tbody>
</table>
### Additional Curricula (Information from National Guide)

<table>
<thead>
<tr>
<th>Title</th>
<th>nrg Walks</th>
<th>Bicycle Colorado's Teacher Toolkit</th>
<th>Kentucky SRTS Curriculum</th>
<th>Walking Wisdom and Bike Driver's Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description</strong></td>
<td>Easy-to-implement activities that promote pedestrian safety and walking as a fun and easy way to be active. Includes health-related, social studies and geography activities.</td>
<td>Lesson plans and resources such as bike rodeo activity cards and empathy station lesson plans.</td>
<td>Focuses on connections between walking, bicycling, health and environmental quality. Includes cross-curricular activities and fundamental pedestrian and bicycle skills.</td>
<td>Programs combine in-class teaching with on-bike or on-foot activities.</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>5 days</td>
<td>Not Specified</td>
<td>Not Specified</td>
<td>1 hour lessons to be given over 2 weeks or more</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>30 Minute classroom lesson each day, with a walk on day 4</td>
<td>2 Class periods of 45 minutes</td>
<td>4 or 5 Classroom lessons each grade set</td>
<td>10 Classroom lessons</td>
</tr>
<tr>
<td><strong>Video Included</strong></td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>K-8</td>
<td>K-8</td>
<td>K-2, 3-5, 6-8</td>
<td>1-3 and 5-6</td>
</tr>
<tr>
<td><strong>Pedestrian or Bicycle</strong></td>
<td>Pedestrian</td>
<td>Pedestrian</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian 1-3 Bicycle 5-6</td>
</tr>
<tr>
<td><strong>Urban or Rural</strong></td>
<td>Urban</td>
<td>Urban</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment Needed</strong></td>
<td>Clipboards</td>
<td>Bicycles, Helmets, Cones, Colored Domes, Chalk, Other Obstacles</td>
<td>Camera, Curious George Rides a Bike (book), Music, Pedometers, Helmet</td>
<td>Bicycles and Helmets</td>
</tr>
<tr>
<td><strong>To be delivered by</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>Pennsylvania</td>
<td>N/A</td>
<td>Kentucky</td>
<td>Wisconsin</td>
</tr>
<tr>
<td><strong>Developed by and Last Updated</strong></td>
<td>Center for Nutrition and Activity Promotion at Penn State Hershey Children’s Hospital 2008</td>
<td>Bicycle Colorado with funding from the Colorado Department of Transportation 2006</td>
<td>Kentucky Transportation Cabinet (Website date 2011)</td>
<td>Bicycle Federation of Wisconsin No Date Provided</td>
</tr>
<tr>
<td>Title</td>
<td>Mississippi SRTS Lesson Plans</td>
<td>SRTS Washington</td>
<td></td>
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<tr>
<td>-------</td>
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<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td>Teaches safe, healthy practices with lifelong benefits. Introduces students to active transportation choices and the value of being physically active. Includes safety skills.</td>
<td>Lessons to teach students to become safer bike users and more aware pedestrians, including skills for choosing routes, crossing streets safely, and traffic principles. Has both classroom and outdoor sections. Includes pre-test. Includes training video for instructors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Frame</td>
<td>Not Specified</td>
<td>Not Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>40 Lessons total; several for each grade</td>
<td>8 Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Included</td>
<td>None</td>
<td>Bike Safe, Bike Smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>K-8</td>
<td>5-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedestrian or Bicycle</td>
<td>Pedestrian and Bicycle</td>
<td>Pedestrian and Bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban or Rural</td>
<td>Unknown</td>
<td>Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Needed</td>
<td>Jump Ropes, Road Signs, Scales and the book – The Tortoise and the Hare</td>
<td>Bike, Helmet, Road Sim Materials, Balls, Mats, Volunteers; Bicycle practice lessons require many additional items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be delivered by</td>
<td>Classroom Teacher</td>
<td>PE teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Mississippi</td>
<td>None listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed by and Last Updated</td>
<td>MDOT Grant contract with Dr. Jerry Robinson from Delta State University No Date Provided</td>
<td>Washington State Department of Transportation (WS DOT) and the Office of Superintendent of Public Instruction July 2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>