6th Grade: TWO-PART ADVANCED BICYCLE SAFETY

2nd grade: Pedestrian Safety Unit
4th grade: Three-part Bicycle Safety Unit
6th grade: Advanced Bicycle Safety Unit

Find our curriculum online at: www.saferoutestoschools.org/curriculum.html
ADVANCED BICYCLE SAFETY UNIT

UNIT OVERVIEW:
Safe Routes to Schools offers two 6th grade bicycle safety lessons which expands on the lessons learned in 4th grade. The Drive That Bike presentation engages students with current images and video regarding the “why and how” of biking. The second lesson gets students on the bike to ride our traffic and obstacle courses. These lessons can be followed up by an optional field trip to give the students a real life experience of “driving” their bikes under adult supervision.

DRIVE THAT BIKE .................................. page 3
Guided by the “Drive that Bike” multimedia presentation, this lesson is a comprehensive overview of bicycling for transportation. Featuring engaging photographs and videos, this presentation highlights the growing role of bicycles in transportation and explains the state laws and principles behind riding safely on our streets.

OUTDOOR BIKE DRILLS ....................... page 6
Students get on the bikes during the Outdoor Bike Drills. After a safety check of the bikes and helmets, we cover the basics of biking to get everyone up to speed. The riders are then challenged to negotiate a 4-way intersection and an obstacle course. Designed to accommodate varying skill and confidence levels, this lesson is equal parts fun and skill building.

This curriculum was created by James Sievert and edited by Wendi Kallins. Special thanks to all those who contributed to the development of this curriculum over the years: Chris Davis; Melanie Grubman; Jason Agar; Frances Barbour; Heather Crawford.
6TH GRADE ADVANCED BICYCLE SAFETY UNIT

LESSON 1 OF 2:

DRIVE THAT BIKE PRESENTATION
30 to 60 minutes, classroom or auditorium setting. Class size limited only by space within the room, projection size, and audio amplification for students.

Guided by the “Drive that Bike” multimedia presentation, this lesson is a comprehensive overview of bicycling for transportation. Featuring engaging photographs and videos, this presentation highlights the growing role of bicycles in transportation and explains the state laws and principles behind riding safely on our streets.

For a single class that will not have the Mechanic LAB station during the next lesson, Outdoor Bike Drills, the LAB station can be run during this lesson as a way to break-up a presentation over 45 minutes.

OBJECTIVE

Students will be able to:
• Identify benefits of cycling, including long-term health benefits.
• Classify cycling as an aerobic activity
• Express the principle that bicycles usually follow the same laws as cars
• Correctly answer questions about basic California traffic laws for bicycles such as stop signs/lights, signaling, and riding with the flow of car traffic
• Contrast the origin, renew-ability, and consequence of petroleum and food as energy sources

MATERIALS

• Computer with Drive that Bike Presentation and a projector.
• Computer speakers for audio (optional).
• For large groups in auditorium/gym: amplified microphone.
• For extra Mechanic’s LAB: set of at least 15 model quick-releases.

CA 6TH GRADE STANDARDS

Physical Education
4.4 Classify physical activities as aerobic or anaerobic.

4.6 List the long-term benefits of participation in regular physical activity.

Science: Energy & resources origin, renew-ability, and consequences.

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
   a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
   b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
INTRODUCTION
Gather the students in an open area with their bikes and helmets. Consider using a megaphone.

- Introduce the instructor and Safe Routes to Schools/Teens Go Green.
- Briefly Preview the two lessons.
  1. Drive that Bike Presentation
  2. Outdoor Bike Skills

PROCEDURE
Begin Drive that Bike Presentation.
View the Drive that Bike PowerPoint file for notes on each slide.

PRESENTATION SUMMARY:
1. Introduction: Thank the school, instructor, Teens Go Green/Safe Routes to Schools – TAM.
2. History: early bikes, global popularity, loss of transportation choices.
5. Bike Renaissance: bikes+transit, county street improvements, bike share.
6. How to ride a bike. Get a bike, learn to control it, then “drive” the bike.
7. The Bike: types, sizes, ABC Quick-Check.
8. Ride the Bike: balance, start/stop, braking and shifting.
9. Drive that Bike: see & be seen, follow rules of the road.
   a. Extended “quiz” section on safe cycling
10. Presentation conclusion: review, preview next lesson, local resources.

CONCLUSION
Ask the audience for questions or comments on what they thought was important or interesting.

a. Biking has a number benefits, including improved health.

b. Food, unlike oil, is a pollution free renewable energy.

b. Bikes usually share the same road and same rules with cars.

d. Next lesson is Outdoor Bike Skills, bring bikes and helmets if possible. Your teacher will remind you when to bring your bike and/or helmet.

e. Thank the students and teachers for having you as a guest.
OBJECTIVE

Students will be able to:
1. Identify the purpose of Quick-Release (QR) levers.
2. Open and close a model quick-release.

PROCEDURE

Begin Drive that Bike Presentation.
1. Show a quick-release lever. QR levers are used to attach some wheels and seatposts (the other alternative is bolts).
2. Discuss: Why remove the wheel? To make repairs or fit the bike into a car.
3. It is called quick-release because, unlike bolts, they require no tools to be opened or closed.
4. Quick-release is “quick, not easy.” It should be hard to open and close the lever, leaving an imprint in your palm. Demonstrate opening and closing a model quick-release.
5. Instruct students on their upcoming task:
   a. You will share a QR model with 2-3 students.
   b. When you get your QR model, open and close the lever once then pass it to the next student. If you lever is very loose or tight correct it by turning left for looser or right for tighter.

6. Distribute model quick-release, two to three students per model. Give students a couple minutes, reminding them to rotate the QR and keeping them on-task. “Quick, not easy.”
7. Ask students to pass forward the QR levers and count to ensure all models are returned.

RESOURCES

Biking is good for health:
ADVANCED BICYCLE SAFETY UNIT

LESSON 2 OF 2:

OUTDOOR BIKE DRILLS

6th Grade. 45-60 minutes, up to 60 students, large paved area on campus.

On our bike courses students practice different skill sets. Courses include basic bike handling skills, traffic awareness, obeying traffic laws, and extra stations for larger groups. Students begin and end as a whole group, rotating through all the stations in smaller groups.

OBJECTIVE

Students will be able to:
- Introduction/Conclusion: identify that biking is aerobic exercise providing long-term health benefits.
- Bike & Helmet Check: check their helmet and bike.
- Start/Stop Slow: start using “Pedal Power”, stop with appropriate brake force.
- Cycling Circles: merge safely by looking ahead and leaving space between cyclists.
- Rules of the Road: obey basic traffic laws (right side, stop, signal).
- Conclusion: Mechanics LAB (optional): open and close a wheel's quick-release lever.
- Obstacle Course (optional): negotiate riding over and between obstacles.

ACTIVITIES

BIKE DRILLS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction and Rules</td>
<td>2 min</td>
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<tr>
<td>Bike and Helmet Check</td>
<td>8 min</td>
</tr>
<tr>
<td>Station Rotation</td>
<td>30-45 min</td>
</tr>
<tr>
<td>1. Start / Stop, Slow</td>
<td></td>
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<tr>
<td>2. Cycling Circles</td>
<td></td>
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<tr>
<td>3. Rules of the Road</td>
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<td>4. Extra: Mechanics LAB</td>
<td></td>
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<td>5. Extra: Obstacle Course</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>5 min</td>
</tr>
</tbody>
</table>

CA 6TH GRADE STANDARDS

Physical Education

4.4 Classify physical activities as aerobic or anaerobic. (Introduction/Conclusion)
4.6 List the long-term benefits of participation in regular physical activity. (Introduction/Conclusion)
5.1 Participate productively in group physical activities. (Cycling Circles, Rules of Road)
5.2 Evaluate individual responsibility in group efforts. (Cycling Circles, Rules of Road)
5.4 Identify and agree on a common goal when participating in a cooperative physical activity. (Cycling Circles)
5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. (Cycling Circles)
### MATERIALS

- Fleet of spare bikes & helmets
- Air-pump, multi-hex tool, adjustable wrench, other tools as necessary
- Speaker/megaphone

### MATERIALS PER STATION

<table>
<thead>
<tr>
<th>Rules of the Road</th>
<th>Cycling Circles</th>
<th>Mechanics LAB*</th>
<th>Obstacle Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 free-standing stop signs</td>
<td>Chalk to mark circles</td>
<td>Demonstration bike with quick release front wheel</td>
<td>6 or more rubber bases as “bumps”</td>
</tr>
<tr>
<td>4 free-standing yield signs</td>
<td>Low &amp; flexible cones/markers (optional)</td>
<td>Bag of 16 working quick-release models (QR with PVC “hubs”)</td>
<td>Simulated railroad tracks crossing</td>
</tr>
<tr>
<td>16 traffic cones</td>
<td></td>
<td></td>
<td>Tall flexible pylons</td>
</tr>
<tr>
<td>Chalk to mark lanes, stops, and yields</td>
<td></td>
<td></td>
<td>Teeter-totter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chalk to mark crosswalk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Signs to mark crosswalk and rail-crossing</td>
</tr>
</tbody>
</table>
LESSON PROCEDURE

KEY POINTS TO BIKE DRILLS SETUP:
- Prior to start: trailer arrives 45 minutes early, instructors arrive 30-45 minutes early.
- Driving onto the campus:
  - check in with the main office
  - gates to access paved playground must be unlocked
  - route must be free of students (avoid lunch/recess)
- Decide the layout for stations on the blacktop.
  - Use Google-Maps “satellite” view to see the school playground before arriving.
  - Separate start points to minimize distractions from neighboring stations.
  - Designate routes between stations to minimize cross-traffic during rotation.
  - Identify site hazards (gravel/grates, poles) and benefits (extra space, painted lines).
- After setup, gather instructors.
  - Review the main objectives at each station.
  - Assign instructors to either stay at a station or rotate with their students.
  - As the students arrive, instructors begin checking helmets and tires.
- After the event separate used helmets in bags and rotate new helmets into circulation.

Introduction

Designate a large open space for the students to gather, preferably near the extra bikes and helmets. Have extra staff begin checking helmets and tires as students arrive.

Instruct students: “Please wait here, do not ride your bikes yet! While we are waiting please check your helmet for fit and your tires for air. If you need help raise your hand. We will start momentarily, as soon as everyone arrives.”

If waiting more than a minute, repeat this message frequently to remind students to wait and that we will begin shortly.

Designate one instructor to help students who need to borrow a bike/helmet.

- Pick a bike that fits, don’t pick by color!
- Not enough bikes? Students partner-up for a bike, individual helmets.

1. After a few minutes begin the introduction:
2. Welcome to the Teens Go Green Bike Drills course.
   - Introduce the instructors.
   - Set expectations and rules.
   - Briefly overview the stations that the students will be rotating through.
   - Students may have advanced biking skills, regardless of skill level all riders must:
     - Ride Safely
     - Watch out for others
     - Keep a safe distance from other riders and stationary objects (basketball poles, etc)
     - Listen to the instructors.
     If you ride dangerously or fail to follow instructions, you will not be able to continue riding.
Bike & Helmet Check

Before we begin riding we must check our bikes and helmets.

- **Helmet Fit**
  - Helmet level on forehead
  - Chin strap buckled, snug
  - Straps meet just below ears (ear slider)
  - Overall assessment of helmet for snug fit
  - Have students raise their hand, if they need help

- **Bike Check**
  - “A” is for Air, squeeze your tire to ensure it is not soft
  - “B” is for Brakes, squeeze your left and then right brake lever while pushing the bike forward with your arms, the tires should not roll
  - “C” is for Chain. Chains should not be rusty.
  - “Quick Check” is a final overall check. Makes sure the all parts including the wheels are securely attached. Do not ride a bike with problems (include quick-release if including the Mechanic’s LAB station).

Station Rotation

Divide students into stations.

Divide the total students into equal sized groups.

- 16-24: 2 groups, 3 stations. (8-12/group)
- 24-36: 3 groups, 3 stations. (8-12/group)
- 36-48: 4 groups, 4 stations. (9-12/group)
- 49-60: 5 groups, 5 stations. (10-12/group)

- Have all the students look to the visible signboards that mark the start of each station and announce the name of each station.

- We will now assign you to a station. You will get to ride all the stations, so it does not matter where you start. Please go to the group you are assigned or it will create problems with group sizes. Please walk your bike to the station.

- Begin letting individual students walk to their station, have instructors move with the students towards their station. Remind students to walk and go directly to the station they were assigned.

Begin station rotation. Mark the time or set a timer for each rotation.

- To find the duration of each rotation, divide remaining time by the number of stations + 1.

- For Example: If you have 30 minutes and 3 stations, 30/4 = 7.5 minute rotations.

- Give a 1 minute verbal warning over the megaphone before each rotation.

- Use the siren on the megaphone or other unique loud noise to indicate a rotation.
**STATION ROTATION:**
**START/STOP, SLOW**

Setup: Students line up side by side with a empty space in front of them.

**OBJECTIVES**

i. Do not sit on the saddle when the bike is stopped.

ii. Start by straddling the bike and using Pedal Power Position.

iii. Stop using both brakes, applying proper force and shifting weight backwards.

**NOTE:** Powerful front brakes can flip a bike, especially if it has powerful brakes or it is an undersized bike. Make sure left brakes are used gently at first and instruct students to release the front brake lever if the rear tire begins to lift. Begin braking practice with short distances and

**LESSON PROCEDURE**

1. Welcome students to “Start/Stop, Slow” and line them up side by side.

2. This drill is about starting and stopping. There are many ways to start and stop, this method is the best.

3. Demonstrate that proper seat height often means that feet cannot safely reach the ground while riding.

   **NOTE:** There are seat-height exceptions like BMX, where legs are stretched by standing. It is OK if seat height is low today, but consider raising your saddle later if you are good at riding.

4. Demonstrate how to start a bicycle with proper seat height.

   i. Begin by straddling the bike.

   ii. Establish “Pedal Power Position.” Using your foot, push one pedal forward till it is straight forward (parallel with ground) and up a little higher (2 or 10 o’clock position).

   iii. While firmly grasping the handlebars, stand on the foot placed upon the raised pedal.

   iv. Using the momentum, now sit on the saddle and push the opposite pedal.

5. After demonstrating, get the students into Pedal Power Position. Do a quick visual check that they have the pedal in a raised position. Remind them to leave space between students (if the line is crowded suggest waiting for others to start ahead).

6. Instruct students to go as far as they can with just one pedal push, “Push that pedal.”

7. Regroup and establish a line again with Pedal Power Position. Practice starting again, this time stop at the end of the course and turn around. “Push that pedal.”
8. Demonstrate the proper way to stop a bicycle.
   • Identify the front (left lever) and rear (right lever) brake.
     ▪ The front brake is 3 times more powerful than the rear brake.
     ▪ Using the front brake can be good because it is powerful. If the bike has powerful front brakes, using too much can flip the bike.
   • To demonstrate straddle a bike and lock the front brake, pushing the bike forward.
   • To avoid flipping the bike remember these three tips
     ▪ Shift your weight back and low on the bike before braking
     ▪ Do not “slam” the left brake, use it lightly
     ▪ Release the front brake lever if the back wheel begins to lift “let go of the brakes, not the bike”
   ▪ When the bike has stopped, step down from the saddle by standing on a pedal. Bikes are started and stopped by standing on one pedal. (tip: turning the handlebar away from the leg you want to stand on will tip the bike to that side)
   ▪ Demonstrate a stop using both brakes. Shift weight back and down before braking and step down using a pedal when the bike has stopped.
   ▪ Establish Pedal Power Position amongst the students.

9. Instruct students to ride slowly and stop at the midway point using both brakes and shifting weight. Remind students to be careful with the left brake, stop slowly at first.

10. After stopping midway. Establish Pedal Power Position before sending them to try stopping slightly faster at the end of the course.
    Turn around and reform a line at the end.

11. With time remaining conduct a “Slow Race”.
   • Last person to the opposite side of the course is the winner.
   • You must start when I say “Go”.
   • You ride straight forward without placing a foot on the ground to be the winner. Continue riding slow even if you dab your foot.
   • You must stop at the finish line and help judge the rest of the field.
   • When students are ready say “On your mark, get set, go slow!”

12. When the siren sounds, walk with the students to the next station.
**STATION ROTATION:**
**CYCLING CIRCLES**

**OBJECTIVES**

i. Watch-out for other people. The circles overlap but the bike wheels cannot overlap.

ii. Leave space in front of you, a whole bike should fit in front of you at all times.

iii. Merge safely with other cyclists where the circles overlap.

Three conjoined chalk circles with a slalom course on either side.

**LESSON PROCEDURE**

1. Welcome students to “Cycling Circles” and line them up side by side to view the course.

2. The goal of this station is to ride smoothly with traffic (with small groups it is possible to get everyone riding on the course at the same time).

3. Walk-through the course highlighting the following features:
   a. 3 directional circles with an optional slalom spur.
   b. 2 intersections where the circles overlap
   c. Students must “zipper merge” where circles overlap. Use hands with fingers interlacing to show how bikes must leave space and take turns in order to prevent a traffic jam.

4. Remind students: Keep your head-up, leave space, and take turns during the merge. Ask for questions from the audience.

5. Start the station by allowing students to enter with space between them.

6. After establishing the movement of the line, move to additionally monitor merging and yielding. If space is tight, keep a group off-course at the start and rotate cyclists in as other return to start.

**WATCH FOR:**

- appropriate yielding and merging
- sufficient space between bikes (traffic jams from too many riders on course)
- communication in intersections

7. Continue the station until the siren sounds. Direct students to the next station.
STATION ROTATION: RULES OF THE ROAD

OBJECTIVES

i. Ride on the right side of the road.
ii. Obey stop and yield signs.
iii. Yield right-of-way appropriately at intersections.
iv. Use hand signals to indicate a turn onto another roadway.

The road course simulates riding like a vehicle.

LESSON PROCEDURE

1. Gather around the 4-way intersection.
2. Explain and demonstrate each of the objectives.
4. Monitor the entire course, particularly the stop signs.
**OBJECTIVES**

1. Identify the purpose of Quick-Release (QR) levers.
2. Find quick-release components on a bike.
3. Open and close a model quick-release

**PROCEDURE**

Begin *Drive that Bike Presentation.*

1. Gather students around a demonstration bike.
2. Why remove the wheel? To make repairs or fit the bike into a car.
3. There are 2 ways that wheels are attached. Find examples of both.
   a. Wheel is attached by a bolt (wrench required for removal) OR
   b. wheel is attached by a Quick-Release lever.
4. Quick-release is “quick, not easy.” It should be hard to open and close the lever.
5. Instruct students to watch as you remove a front wheel with quick release.
   a. Disable front brake (varies by design)
   b. Open QR lever, note which side of the bike has the lever (often on the left side). Hold the opposite end of the quick-release and spin left about 6 rotations while counting to keep track
   c. Separate the fork from the wheel
6. Putting the wheel on is the tricky part, the lever must be secure.
   a. Place wheel all the way into fork drop-outs
   b. Hold opposite end and tighten the QR lever 6 rotations (or however many rotations were necessary for removal)
   c. Begin to close the QR, the lever should “catch” halfway
   d. If lever engages when half closed, fully close lever. *It is quick not easy, closing lever will leave imprint in hand
   e. Enable front brake
7. Spin the wheel to ensure proper mounting. - If the wheel is now rubbing the brakes, open the QR and ensure the wheel is secure in the drop-outs. Check that the wheel is mounted in the proper direction (was the lever on the left or right side).
OPTIONAL ACTIVITY: OBSTACLE COURSE

OBJECTIVES

i. Look ahead to where you want to go.

ii. Brace yourself when going over a bump.

iii. Use the front wheel to hit obstacles perpendicularly.

Students enter the course individually to conquer a railroad track, bumps, a narrow passage, teeter-totters and a dismounted walk through a cross-walk.

1. Welcome students to the “Obstacle Course” and line them up side by side at the beginning/end.

2. The goal is to complete the course. Explain the course by doing a walk-through, highlighting each feature.
   - Start gate: enter when the person in front of you is over the first obstacle.
   - Railroad tracks: cross the tracks like a “T”, hit them straight on with your front wheel, perpendicular.
   - Bumps: brace for impact by firmly holding the handlebars with your hands, use arms and legs to take impact

3. Review the key objectives; look ahead, brace for bumps and line-up the front wheel.

4. Begin sending students one-at-a-time into the obstacle course. Wait until the first obstacle is cleared before sending the next student.

5. After a few students are on the course, go down the line and remind students to go when the person ahead of them is past the first obstacle.

• Narrow passage: be aware of the width of your handlebars.

• Teeter-totter: line-up the front wheel and the bike will follow.

• Crosswalk: dismount and walk to the back of the line.
6. Move to the center of the course, monitoring the teeter-totter and the start gate.

WATCH FOR:
- Lining up the front wheels perpendicularly on the railroad track and teeter-totter
- Looking ahead and bracing for bumps
- The teeter-totter is a great place to pour on the encouragement for reluctant riders, or reaffirm a wise decision to avoid the obstacle all-together

7. Modifications to the course could include:
- Shrinking the narrow passage between traffic tube-bollards
- Stacking rubber bases for larger bumps
- Using a rubber base to elevate the teeter-totter

8. Continue until the siren sounds to rotate. Direct the students to the next station.

CONCLUSION

Use the siren and the megaphone to signal the end of station rotation and ask students to walk bikes back to the original meeting place. Gather all the students together.

a. Review the benefits of biking, including aerobic health benefits and fun. We hope you had some fun today!

b. Review that bikes use the same road and must follow the same rules as cars.

c. Thank the students and teachers for having you as a guest.

d. Our bikes and helmets need to be returned, please walk your bike back to the bike racks. Thanks again!
### ALTERNATIVE OR EXTENSION ACTIVITIES

**ROAD COURSE: SCAN, SIGNAL AND TURN**

Scan behind you to see a hand signal from the instructor indicating which way to turn at the intersection, then signal and turn in the indicated direction.

Exercise can be run with or without stop signs, turn signs away when not in use.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>i. Scan over the left shoulder without swerving (to check for traffic)</td>
</tr>
<tr>
<td>ii. Use hand signals to indicate a turn</td>
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<tr>
<td>iii. Stop if a stop sign is present, complete the turn with right-of-way</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PROCEDURE</th>
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<tbody>
<tr>
<td>1. Form line(s) outside the road course, the front of the line should directly face a road heading into the 4-way stop</td>
</tr>
<tr>
<td>2. Explain objectives and demonstrate each maneuver</td>
</tr>
</tbody>
</table>

3. Send students individually towards the intersection. They should:
   - Scan over left shoulder to receive signal
   - Make the hand signal indicated
   - Stop if a stop sign is present, complete the turn with right-of-way
   - Return to the back of the line

4. Monitor students while simultaneously providing hand signals

### EXTRA ACTIVITY: FOLLOW THE LEADER

Instructors leads everyone in a big lap or two around the courses. An activity for students that have proven responsible during the station rotation.

<table>
<thead>
<tr>
<th>PROCEDURE</th>
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<tbody>
<tr>
<td>1. Gather all students around the lead instructor.</td>
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<tr>
<td>2. Select an instructor or responsible student to be the leader (check that it is OK with them).</td>
</tr>
<tr>
<td>3. Explain the rules</td>
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<tr>
<td>• Set boundaries for where the ride can go.</td>
</tr>
<tr>
<td>• You must follow exactly where the leader goes in a single-file line.</td>
</tr>
</tbody>
</table>

- You must leave a space between you and the bicycle in front of you.
- Do not pass or change positions in the line.

4. As the leader sets off, reinforce spacing between the bikes as they leave, interspersing instructors into the line.

5. When the students return gather them again for the lesson conclusion.
Safe Routes to Schools is a program of the Transportation Authority of Marin.

www.saferoutestoschools.org