

# BICYCLE & PEDESTRIAN SAFETY

10-minute Activities for PE Class



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# BICYCLE & PEDESTRIAN SAFETY

## 10-minute Activities for PE Class

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# Introduction

## Overview of Bicycle & Pedestrian Safety: 10-minute Activities for PE Class

The Active Transportation Alliance is committed to equipping children with the knowledge of how to safely practice active transportation. To fulfill this commitment, we have compiled a lesson book of bicycle and pedestrian safety lessons from our existing curricular programs to enable teachers with easy delivery of this important information. We encourage teachers to read through the guide and use the lessons that best fit their teaching style and the learning styles of their students. The lessons are short so that they can supplement the lessons and curricula already in use by each teacher. Students will work as a class, in small groups and independently as they explore the safety guidelines, comprehend their purpose and internalize them for real-life use.

## Using Bicycle & Pedestrian Safety: 10-minute Activities for PE Class

*Physical Education Lessons:* Each lesson consists of one approximately 10-15 minute physical activity. All lessons are aligned with the Illinois State Learning Standards. The standards addressed in each lesson are listed for both early elementary and late elementary. The equipment and set-up information is also provided. Any supplementary print-out material needed for the lesson are included at the end of each lesson. All lessons refer to the Bicycle & Pedestrian Safety Guidelines page found on page 6 of this lesson book.

## Beyond the Lessons

There are many other ways you can create a physically active school community. Included here is information about making your school a beacon for safe and active modes of transportation, as well as a place where families can learn about developing a healthy, active lifestyle.

**“We envision communities  
across Illinois where crosswalks  
are filled with children walking,  
rolling and cycling to school.”**

## Walk Across Illinois School-Based Programs

Walk Across Illinois is committed to the ideal that schools should be alive with physically active students engaged in fun, standards-based curricular activities that promote physical activity, active transportation choices and healthy eating. We embrace a world where administrators champion a healthy school environment and parents and educators join the children in adopting physically active lifestyles. We envision communities across Illinois where crosswalks are filled with children walking, rolling and cycling to school.



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To fulfill our mission, we have created several FREE programs for elementary schools. These programs are Walk Across Illinois School Fitness Program, Walk Across Illinois Walk the Walk Challenge, Walk Across Illinois Mileage Challenge and Walk Across Illinois Afterschool Challenge. All our programs include necessary supplies, curricula, training (with CPDU credits) and incentives.

For more information on any of the Walk Across Illinois programs, please visit [www.WalkAcrossIllinois.org](http://www.WalkAcrossIllinois.org).



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### Walk and Roll to School Day

Each October, millions of children, parents, teachers and community leaders across the globe walk, bicycle, skate, scooter or roll to school to celebrate Walk and Roll to School Day (first Wednesday of October). It is an energizing event that reminds parents and children of the simple joy of walking or biking to school. It also serves as an opportunity to focus on the importance of physical activity, safety, air quality and walkable communities.

Walk to School activities often become a catalyst for ongoing efforts to increase safe walking and bicycling year-round. In order to provide communities with resources to support Walk to School Day events and activities, a collaboration of organizations have developed a mini-grant program for Northeast Illinois. Grant applications are available in late spring.

Active Transportation Alliance can help your school plan a Walk and Roll to School Day. For more information on our services and the mini-grant program, please call 312.427.3325 or visit [www.activetrans.org/saferoutes](http://www.activetrans.org/saferoutes).

### Safe Routes to Schools

Safe Routes to School programs encourage and enable walking and bicycling to school throughout the year. The Illinois Safe Routes to Schools program operates on the Five E's: engineering, education, encouragement, evaluation and enforcement. The program supports infrastructure and non-infrastructure improvements to the pedestrian/bicycle environments around local schools.

Active Transportation Alliance works with schools across Illinois to implement comprehensive Safe Routes to School initiatives. For more information on these services, please visit [www.activetrans.org/saferoutes](http://www.activetrans.org/saferoutes).

For more information on grants and services offered by Illinois Department of Transportation, please visit [www.dot.il.gov/saferoutes](http://www.dot.il.gov/saferoutes). For general information about Safe Routes to School, please visit [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

### Bicycle & Pedestrian Safety: 10-minute Activities for PE Class Development Team

This lesson book would not exist without the efforts and support of numerous individuals and organizations. Thank you to all of our partners.

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And a very special thank you to the thousands of students and teachers across Illinois who are using these lessons to Get Active & Get Going.

*Bicycle & Pedestrian Safety: 10-minute Activities for PE Class* is a vision, initiative and commitment of Active Transportation Alliance, your voice for better biking, walking and transit.



# Bicycle & Pedestrian Safety Guidelines



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## Bicycle Safety

Always wear a helmet that fits well:

- Eyes– one should be able to see the very edge of the helmet by looking up with ones eyes only.
- Ears– the straps should be even and form a “Y” underneath each earlobe.
- Mouth– One should be able to fit one finger between the buckle of the chin strap and the chin. If one opens his/her mouth, one should be able to feel the helmet pulling down on top.

Make sure the bike you are riding is the right size for you: rider can reach the ground and have at least a half inch of stand over height.

Before riding, remember your ABCs (air in the tires, brakes working and chain working properly). Make sure lights and reflectors are working as well.

Ride with your hands on the handlebars. If you need to carry something, use a backpack or attach a basket to your bike.

Be aware of the road itself – be on the look out for sticks, potholes or trash on the road.

Ride on the right side of the road, in the same direction as the traffic. If there is a sidewalk and your community allows riding on it, which is the safest place for children to ride.

Obey traffic lights and signs. If riding on the sidewalk, walk your bicycle across the street when crossing.

Watch for cars both in the street and coming out of driveways, alleys and parking lots.

Cross the street at corners and look left, right, then left again to be sure it is safe to cross.

## Pedestrian Safety

Walk on a sidewalk whenever possible. If there is no sidewalk, walk on the left side of the road, facing oncoming traffic.

Before crossing a street, stop and look left, right and then left again to make sure it is safe to cross. Also look over your shoulder for cars behind that are turning toward the crosswalk.

Walk, don't run, across the street.

Cross at corners, using crosswalks and traffic lights whenever possible.

- This hand signal instructs people not to walk.



- This hand signal informs people that it is safe to walk, but walkers still need to look left, right, left before crossing.



It is recommended that children under 10 not cross a street alone. Children under 10 should have a walking buddy that is older.

# Pautas de Seguridad para Bicicletas y Peatones



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## Seguridad en Bicicleta

Siempre lleva un casco que te quede bien:

- Ojos– uno debería poder ver la orilla del casco cuando mira hacia arriba con mover los ojos solamente.
- Orejas– las correas deberían ser iguales y formar una “Y” debajo de cada lóbulo de la oreja.
- Boca– uno debería poder meter un dedo entre la hebilla de la correa de la barbilla y la misma barbilla. Si uno abre la boca, debería poder sentir que el casco se jala hacia abajo.

Asegurar de que la bicicleta en que se anda sea del tamaño adecuado: el ciclista puede alcanzar la tierra y tener por lo menos una media pulgada de espacio entre la silla y el cuerpo cuando está parado/a.

Antes de andar, recuerda el ABCs (aire en las llantas, chequear que los frenos y la cadena estén funcionando bien). Asegurar que las luces y los reflectores también estén funcionando.

Andar con las manos en el manubrio. Si necesitas cargar algo, usa una mochila o amarra una canasta a tu bicicleta.

Ser conciente del mismo camino—mantente atento a los palos, baches o basura en la calle.

Anda por el lado derecha del camino, en la misma dirección que el tráfico. Si hay una acera y tu comunidad permite que andes en ella; es el lugar más seguro para los niños transiten en ella.

Obedece los semáforos y carteles. Si andas en la acera, camina con tu bicicleta cuando cruzas las calles.

Pon atención a los coches en la calle y saliendo de los caminos de entrada, callejones y estacionamientos.

Cruza la calle en las esquinas y mira hacia la izquierda, derecha e izquierda otra vez para estar seguro que puedes cruzar.

## Seguridad Peatonal

Camina por la acera cuando sea posible. Si no hay acera, camina por el lado izquierda de la calle, mirando hacia el tráfico que viene.

Antes de cruzar una calle, para y mira hacia la izquierda, derecha e izquierda otra vez para asegurar que puedes cruzar. También mira detrás de ti por coches que están doblando hacia la acera. Camina, no corras, cuando cruzas la calle.

Cruza en las esquinas, usando las cruces peatonales y los semáforos cuando sea posible.

- Esta señal de una mano ordena a la gente a no caminar.



- Esta señal de una mano demuestra que es seguro caminar, pero los peatones todavía tienen que mirar hacia la izquierda, derecha e izquierda antes de cruzar.



Se recomienda que los niños menores de 10 años no crucen una calle solos. Los niños menores de 10 años deberían tener un acompañante mayor.



# Topic: Bicycle Safety—Avoiding Hazards

## Activity: Dribbling Down the Street

10-15 minutes

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### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	
	19.B.1 Understand spatial awareness and relationships to objects and people.	
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	

### Lesson Objectives

By the end of this lesson, students will be able to:

demonstrate control while dribbling a basketball.

demonstrate awareness by avoiding obstacles while dribbling a basketball.

demonstrate listening skills by responding when appropriate.



# Topic: Bicycle Safety—Avoiding Hazards

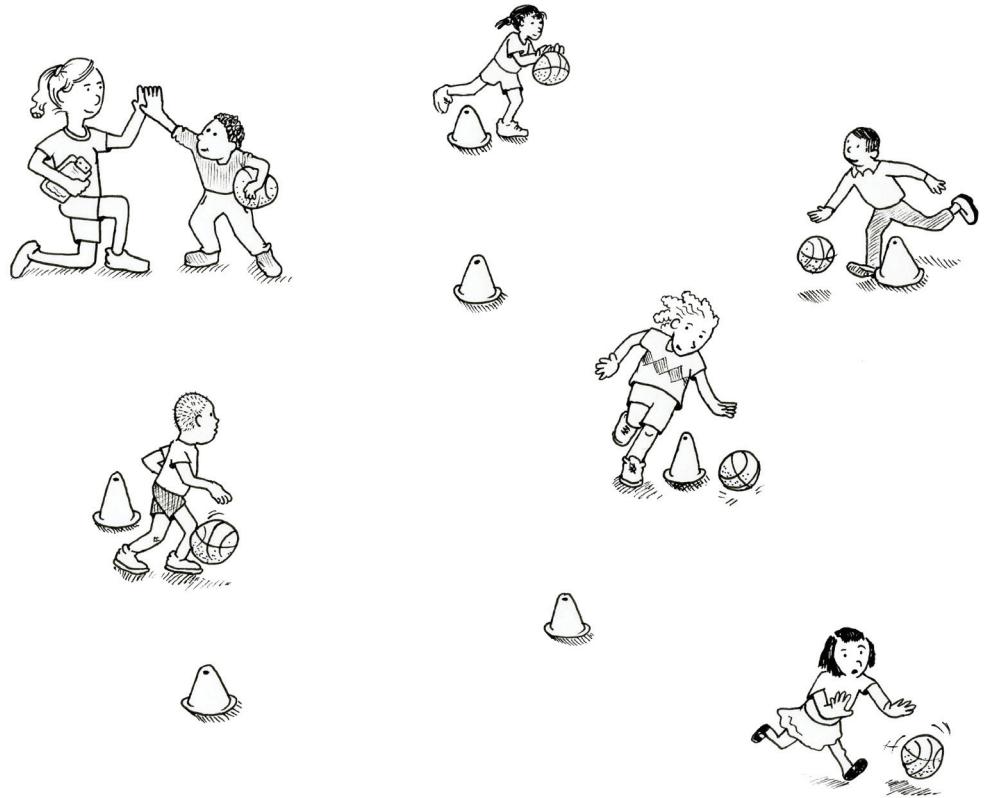
## Activity: Dribbling Down the Street

10-15 minutes

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### Equipment Needed:

- 20 cones
- 1 basketball per student

### Set Up:

- Direct student volunteers to scatter about 20 cones throughout the space.
- Each student needs 1 basketball.
- Students count off into 5 groups. Assign each number a hazard to listen for:
  - 1 = Flat tire
  - 2 = Broken head light
  - 3 = Chain needs oil
  - 4 = Bike helmet adjustment
  - 5 = Rainstorm

### Frame the Activity:

- Discuss the difference between active transportation (using one's own power to get from place to place) and passive transportation (using a vehicle to get from place to place).
- Identify riding bikes as active transportation.

- Explain the focus of the next activity is how important it is to be careful and safe while riding bikes.

### Explain the Activity:

- Explain that bicyclists need to use their eyes to look out for obstacles and use their ears to be alert for cars or other warnings.
  - Each student will dribble a basketball but pretend that he/she is on a bike.
  - Students will pretend that the cones are hazards on the sidewalk, like wet leaves, pot holes, big rocks or sticks in their path.
  - At the "Go" directive, students will dribble the ball around the space while avoiding obstacles and other players.
  - If a student loses control of the ball, he/she can pick it up and begin dribbling again.
- Explain that as students dribble, they also need to listen as you call out hazards.
  - Tell each group what hazard they must listen for.
  - When the hazard is called out students in that group are to run over to the teacher, give a high five and get back in the game.

# Topic: Bicycle Safety—Passing

## Activity: On Your Left

10-15 minutes

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### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.B.1 Understand spatial awareness and relationships to objects and people.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).
	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Physical Fitness	20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	
PE/Health: Team-building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
PE/Health: Communications and Decision Making	24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

### Lesson Objectives

By the end of this lesson, students will be able to:	recall bicycle safety guidelines.
	demonstrate the appropriate way to alert other bicyclists that they are passing.
	describe the connection between the jogging activity and an actual bicycling experience.

# Topic: Bicycle Safety—Passing

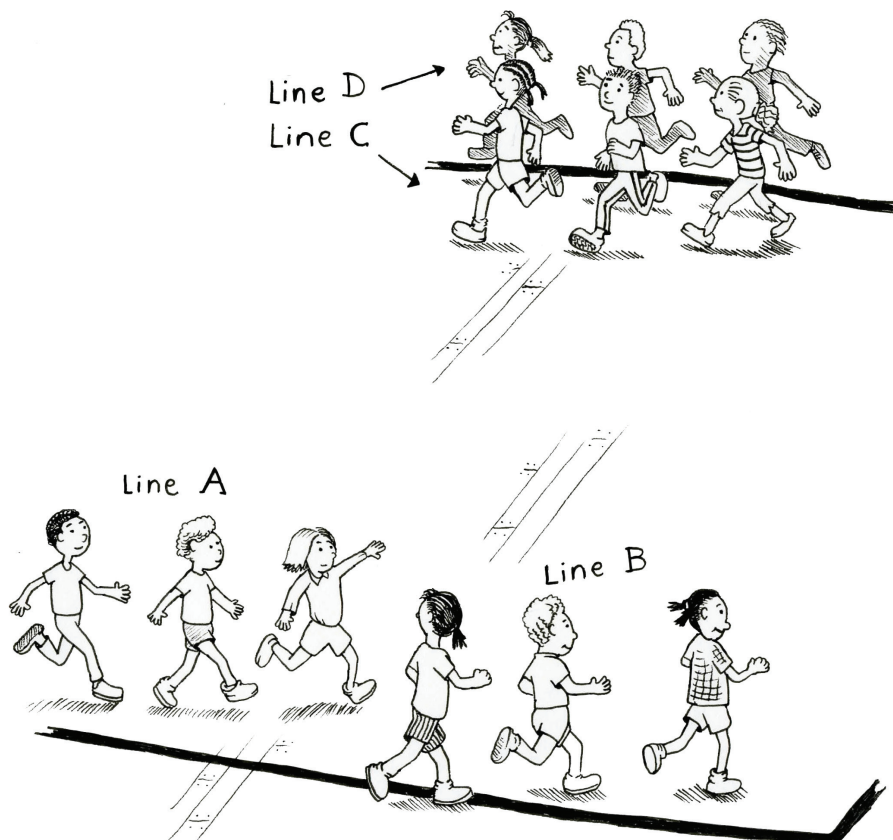
## Activity: On Your Left

10-15 minutes

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### Equipment Needed:

- About 12 cones

### Set Up:

- Line the perimeter of the gym with cones, leaving enough room for students to run safely between the cones and the wall.
- Divide students into 4 groups.
- Assign each group to a different corner in the gym.
- Label two groups, in opposite corners, Group A, and the other two groups, Group B.

### Frame the Activity:

- Explain that to be an effective advocate for bicycle safety, you first have to know the guidelines of the road.
- Brainstorm some bicycle safety guidelines. See the Bicycle and Pedestrian Safety Guidelines page for a complete list.

### Explain the Activity:

- Explain the purpose of the activity is to practice passing on the left.
- Divide students into four groups and direct them to the four different corners of the gym. Assign two groups opposite each other Group A and the other two groups Group B.
- Explain that on the call “Go,” both teams will start jogging around the cones. When a group letter is called, that group is to speed up while the other group continues at their pace. When the other group letter is called, that group increases their pace while the other group slows back down. Each time a group catches up to another, they are to say “On your left!” and pass on the left.
- Encourage students to keep the same pace as their group.

# Topic: Bicycle Safety—Signs and Signals

## Activity: Signs, Signs, Everywhere Signs

10-15 minutes

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### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Team-Building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

### Lesson Objectives

By the end of this lesson, students will be able to:	identify traffic signs and recall their meaning.
	distinguish between different traffic signs and resulting responses quickly.
	demonstrate timely reaction to traffic signs.

# Topic: Bicycle Safety—Signs and Signals

## Activity: Signs, Signs, Everywhere Signs

10-15 minutes

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### Equipment Needed:

- Stop Sign page
- Green Light page
- Yellow Light page
- Right Turn Signal page
- Left Turn Signal page
- Stop Signal page

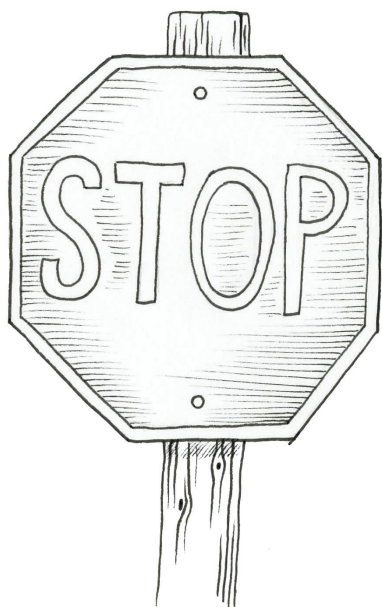
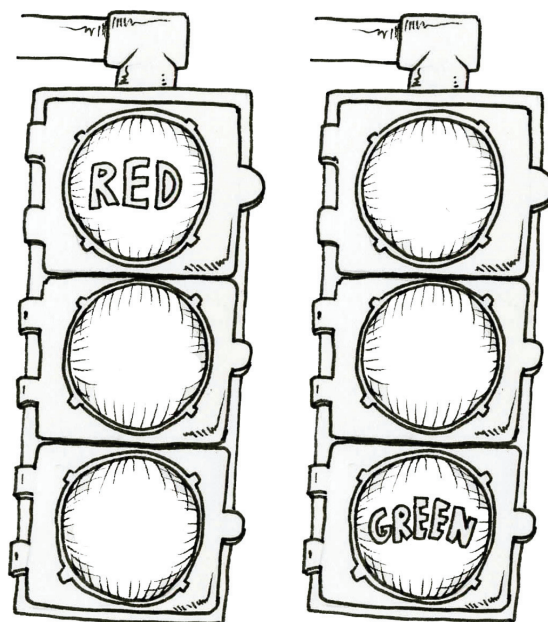
\* See appendix for Traffic Sign Pages

### Set Up:

- Direct students to stand in rows at least two arms lengths apart, facing you.

### Frame the Activity:

- Explain that it is important to check bikes for safety before riding.
- Explain that when the bike is ready to go, it is important to be able to identify traffic signs and recall what they mean.



### Explain the Activity:

- Inform students that you will hold up different traffic signs, and for each one, they will do a different exercise.
- Explain the exercises will address agility, such as shuffling quickly back and forth.
- Demonstrate each exercise while showing the signs. Direct students to practice them with you.
  - Stop Sign: Freeze!
  - Green Light: With feet shoulder-width apart, run in place very fast.
  - Yellow Light: Shuffle forward slowly.
  - Right Turn Signal: Shuffle to the right.
  - Left Turn Signal: Shuffle to the left.
  - Stop Signal: Freeze!

# Topic: Bicycle Safety—Signs and Signals

## Activity: Bikes and Signs

10-15 minutes

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### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
<b>PE/Health: Movement Skills</b>	19.B.1 Understand spatial awareness and relationships to objects and people.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).
	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
<b>PE/Health: Team-building</b>	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
<b>PE/Health: Health Promotion, Prevention and Treatment</b>	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

### Lesson Objectives

<b>By the end of this lesson, students will be able to:</b>	recall the purpose of different traffic signs and signals.
	practice looking at a sign and reacting to it.

# Topic: Bicycle Safety—Signs and Signals

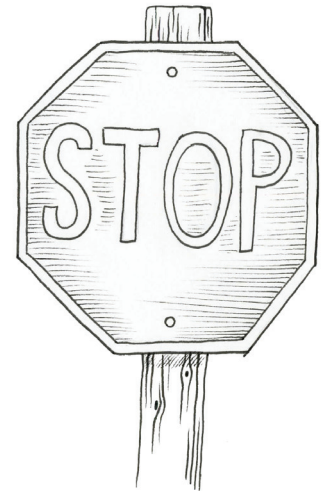
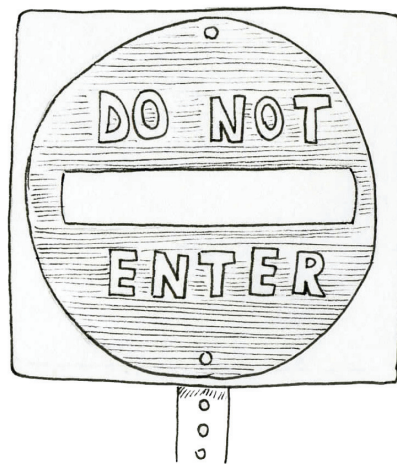
## Activity: Bikes and Signs

10-15 minutes

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### Equipment Needed:

- Traffic signs

\* See appendix for Traffic Sign Pages

### Set Up:

- Divide students into three groups.
- Direct 1's and 2's to form partnerships.
- Give 3's each a traffic sign.

### Frame the Activity:

- Explain that you are going to do an activity called Bikes and Signs to focus on bicycle safety.

### Explain the Activity:

- Count off students by 3's. Explain that 1's are Bike Riders, 2's are Bikes and 3's are Traffic Signs.
- Distribute the traffic signs to the 3's and tell them to scatter throughout the space onto the black lines on the gym floor (or anywhere in the space if your gym does not have lines).

- Direct the Bike Riders and Bikes to form pairs. Explain that the Bike Riders will steer the Bikes, reacting to the sign appropriately at each encounter:
  - Yield Sign: slow down and look to make sure that no one is coming toward you. If they are, yield, which means let them pass before you go.
  - Stop Sign: you must stop and look both ways before going again.
  - One Way Sign: you must go in the direction of the arrow on the sign.
  - Greet Traffic Light: you may go, but be careful of others!
  - Do Not Enter Sign: you must stop, turn around and go the other way.
- Rotate roles after about 3 minutes.
- Add skill practice by having the Bikes dribble basketballs while going through the course. Demonstrate dribbling and instruct students that when they get to a stop sign, they need to stop and hold the ball as they look both ways.



# Topic: Bicycle Safety—Street Safety

## Activity: Safe on the Streets

10-15 minutes

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### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
<b>PE/Health: Movement Skills</b>	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
<b>PE/Health: Teambuilding</b>	21.A.1a Follow directions and class procedures while participating in physical activities.	21.A.2a Accept responsibility for their own actions in group physical activities.
	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
<b>PE/Health: Health Promotion, Prevention and Treatment</b>	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

### Lesson Objectives

**By the end of this lesson, students will be able to:**

recall bicycle guidelines of the road.

demonstrate responsibility by performing physical activity in a small group.

# Topic: Bicycle Safety—Street Safety

## Activity: Safe on the Streets

10-15 minutes

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### Equipment Needed:

- 10 cones or poly spots
- Street Safety Guideline cards  
(located at the end of the lesson)

### Set Up:

- Scatter 10 cones or poly spots around the gym.
- Under each cone/poly spot, place a Street Safety Guideline.
- Divide students into groups of 3.
- Place 3 jump ropes at the jump rope cone.
- Make sure the Skier Jumps card is located on a floor line.
- Assign each group to a different cone.

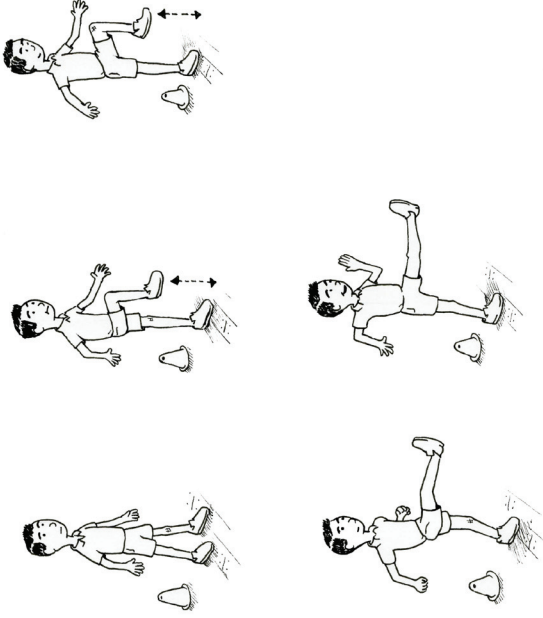
### Frame the Activity:

- Explain that students are going to learn about bicycle safety on the streets and work together to accomplish tasks.

### Explain the Activity:

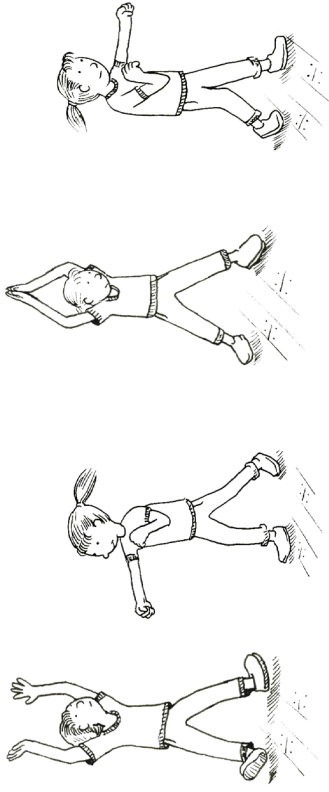
- Divide students into groups of 3 and assign each group to a different cone.
- Instruct students that when the activity begins, to look under the cone and find a Street Safety Guideline card.
  - On the card is a guideline people should follow when riding their bicycles on the road.
  - Students read the guideline, and then complete the task written beneath the guideline.
  - Once a group has completed the task, they will move to a cone they have not yet been to. Make sure to go to a different cone each time.
  - Each person in the group must complete the task.
- Explain that groups will have 2 minutes at each cone.
- Demonstrate each of the tasks described below.
  - Skier Jumps: Stand with your feet together on one side of the line and jump with both feet onto the other side of the line. Continue to jump back and forth. Pump your arms forward and back as you jump.

- Grapevine: Stand with your feet together. Step the right foot out to the right side. Cross the left foot behind the right foot. Step the right foot out to the right again. Then bring the left foot together with the right foot and clap your hands once. Then repeat starting with the left foot.
- High knees: Stand with your feet shoulder-width apart. With a bent knee, bring your right leg up so that it is waist-level and back down. Repeat with the other leg. Quickly alternate legs trying to get your knees even with your waist.
- Flying push-ups: Begin in a standing position with feet shoulder-width apart. Bend down, and place your hands flat on the floor in front of you. Jump both feet back into a pushup position. Bring feet back in to meet the hands. Stand back up to the starting position.
- Bicycle crunches: Start in the sit-up position. Lift your feet so that your knees are bent at a 90-degree angle and your calves are parallel to the ground. Crunch up and bring the right elbow to the left knee while stretching the right leg out. Come back to the starting position and repeat on the other side.
- Jump rope: Each person will jump rope.
- Jack and jab: Do one jumping jack, then jab to the right. Do another jumping jack and jab to the left.
- Kicking knee lifts: Stand with feet shoulder-width apart. Lift the right knee up and down. Lift the left knee up and down. Front kick with the right leg. Front kick with the left leg. Be sure to keep your standing leg slightly bent.
- Shuffle and jab: Stand with your feet a little farther than shoulder-width apart. Make fists with your hands and hold them up in front of your chest. Shuffle three times to the right and stop. Turn and jab three times with your right arm. Shuffle three times to the left, then jab three times with your left arm.
- Kick and jab combo: Stand with your feet shoulder distance apart. Make fists with your hands and hold the fist up in front of your chest. Front kick with your right leg. Back kick with your left leg. Cross jab to the right and then to the left.



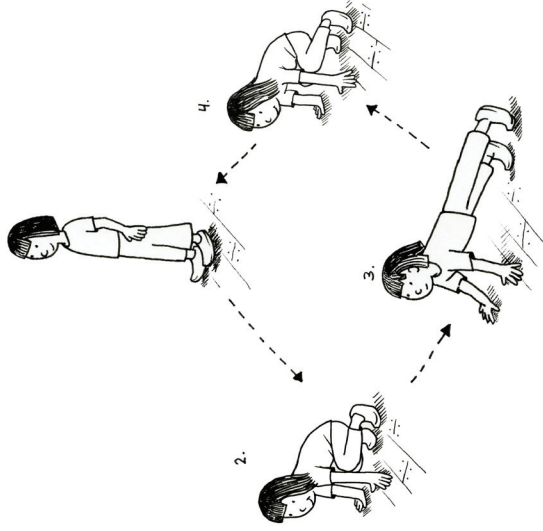
**Kicking knee lifts**

**Safety Fact:** Cross only at intersections. Never pull out between parked cars because it is difficult for drivers to see you.



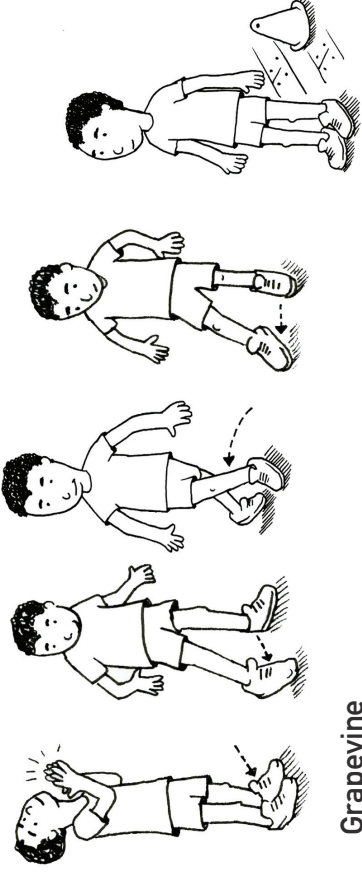
**Jack and jab**

**Safety Fact:** While riding your bicycle, keep your hand on the handlebars.



**Flying push-ups**

**Safety Fact:** When crossing at an intersection, walk your bike instead of riding. Obey all traffic signals at the crosswalk



**Grapevine**

**Safety Fact:** Stop and check for traffic on the right and the left when leaving a driveway or a curb.



### Bicycle crunches

**Safety Fact:** Ride with the traffic on the right side of the street. Never ride against traffic.



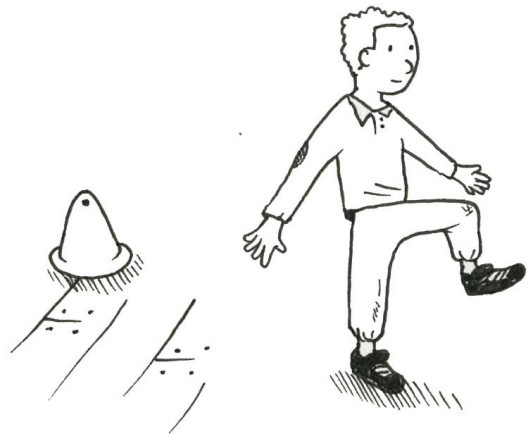
### Jump rope

**Safety Fact:** Look for bike routes and bike lanes to use when riding on the street.



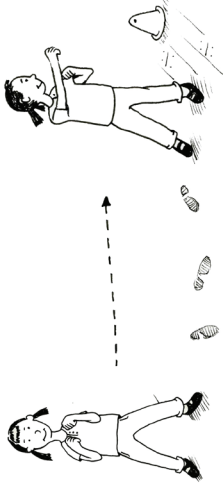
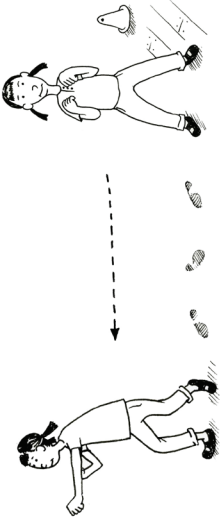
### Skier jump

**Safety Fact:** Be cautious when riding near parked cars because doors may open suddenly.



### High knees

**Safety Fact:** Follow all traffic signs and signals just as cars do. Stop at all stop signs and red lights.



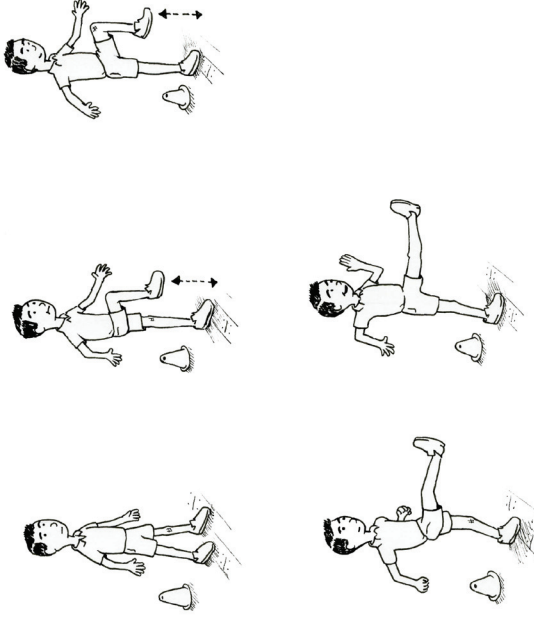
### Shuffle and jab

**Safety Fact:** Stay in a single file line when riding with others.



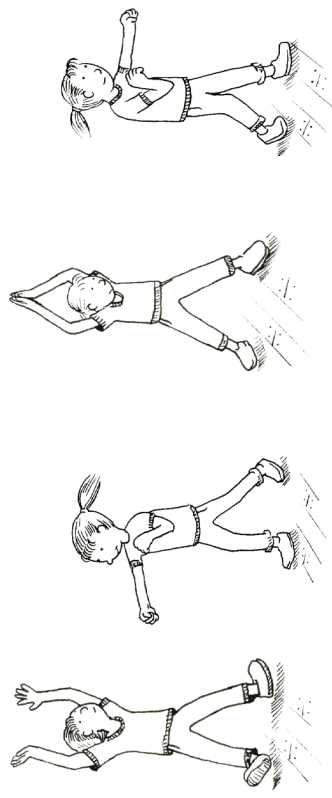
### Kick and jab combo

**Safety Fact:** Pass riders on their left side. Let them know you are passing by saying, "On your left!"



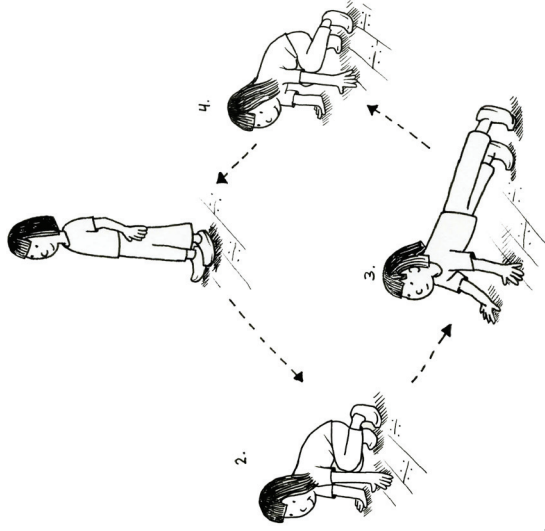
**Levantamientos de rodillas y patadas**

**Dato de Seguridad:** Cruza solo en las intersecciones. Nunca salgas entre coches estacionados porque es difícil para que los conductores te vean.



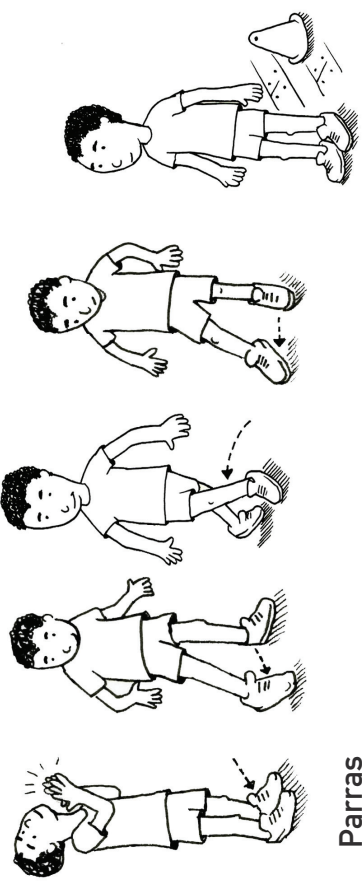
**Jack y jab**

**Dato de Seguridad:** Mientras andas en tu bicicleta, mantén tus manos en el manubrio.



**Lagartijas voladoras**

**Dato de Seguridad:** Cuando cruzas en una intersección, camina con tu bicicleta en vez de montarla. Obedece todas las señales en el cruce peatonal.



**Parras**

**Dato de Seguridad:** Para y mira por el tráfico a tu derecha e izquierda cuando salgas de un camino de entrada o la banqueta.



### Abdominales estilo bicicleta

**Dato de Seguridad:** Anda con el tráfico por el lado derecha de la calle. Nunca andes contra el tráfico.



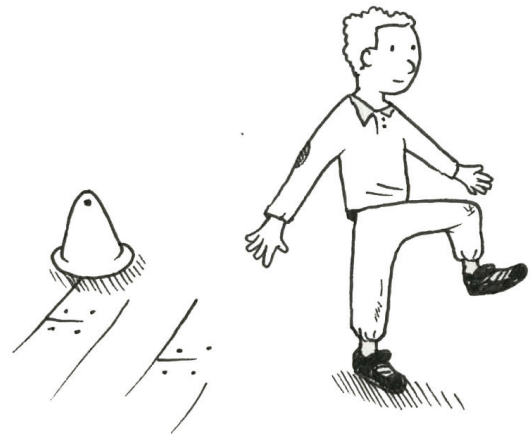
### Saltar la cuerda

**Dato de Seguridad:** Busca rutas de bicicleta y pistas de bicicleta cuando andes en la calle.



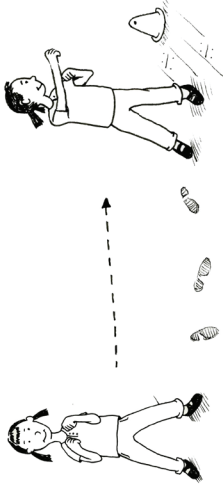
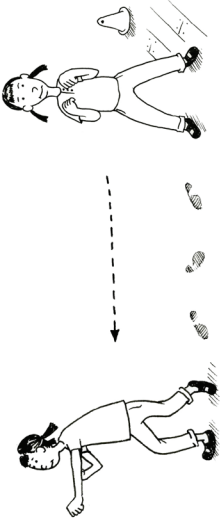
### Salto de esquiador

**Dato de Seguridad:** Ten cuidado cuando andes cerca de coches estacionados porque las puertas se pueden abrir de repente.



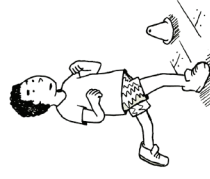
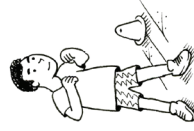
### Rodillas altas

**Dato de Seguridad:** Sigue todas las señales de tráfico como lo hacen los coches. Para en todas las señales de stop y semáforos rojos.



**Arrastra y jab**

**Dato de Seguridad:** Mantente en una sola fila cuando andes con otros.



**Combo de patada y jab**

**Dato de Seguridad:** Pasa los ciclistas por su lado izquierda. Avísales que estás pasando con decir, “¡A tu lado izquierdo!”





# Topic: Bicycle Safety—Using Turn Signals

## Activity: Change Direction

10-15 minutes

p. 1 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
<b>PE/Health: Movement Skills</b>	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
<b>PE/Health: Team-building</b>	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
<b>PE/Health: Health Promotion, Prevention and Treatment</b>	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
<b>PE/Health: Communications and Decision Making</b>	24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

### Lesson Objectives

<b>By the end of this lesson, students will be able to:</b>	recall that using hand signals when turning is a safety guideline for bicyclists.
	perform the three hand signals at the appropriate times.

# Topic: Bicycle Safety—Using Turn Signals

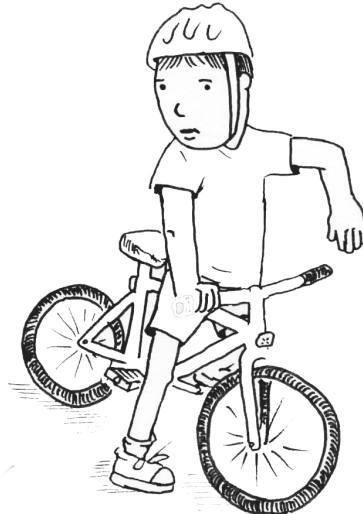
## Activity: Change Direction

10-15 minutes

p. 2 of 2



ACTIVE TRANSPORTATION  
ALLIANCE



### Equipment Needed:

- 10 cones

### Set Up:

- Randomly scatter 10 cones on the floor as far apart as possible.
- Divide students into groups of five or six.
- Assign each group to form a single-file line at a starting cone.

### Frame the Activity:

- Explain when we choose an active transportation, such as riding our bikes, over riding in a car, we help to keep ourselves and our environment healthy.
- Explain that by reducing the amount of air pollution we produce, we hope to have a positive impact on global warming and climate change.
- Remind students that it is important to know safety guidelines before riding a bike.

### Explain the Activity:

- Explain that this activity will provide practice for using biking turn signals.
- Direct students to form groups of five or six. Assign each group to a cone to start in a single file line.
- Explain that students in the front will be the first leader. Leaders will choose a cone to jog to. To let groups members know which direction to go, the leader will use hand signals before he/she starts. The entire group will mimic the hand signal to demonstrate understanding. Each leader will lead the group to two cones before running to the back of the line.
- Review the hand signals.
  - For a left turn, hold the left arm straight out to the left.
  - For a right turn, hold the right hand straight out to the right.
  - To stop, hold the left arm out and bend it at the elbow so that your fingers are pointing towards the ground.
- Practice with the students by having them follow instructor for one minute while instructor does the hand signals and students respond.
- Remind students to be careful of other groups during the activity. Direct them to use the stop signal if they are going to stop to avoid collision.

# Topic: Pedestrian Safety—Crosswalks

## Activity: Cross the Crosswalk

10-15 minutes

p. 1 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Team-building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
PE/Health: Communications and Decision Making	24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	24.A.2a Identify causes and consequences of conflict among youth.

### Lesson Objectives

By the end of this lesson, students will be able to:	recall the purpose of WALK and DON'T WALK signals.
	demonstrate the appropriate response to WALK and DON'T WALK signals.

# Topic: Pedestrian Safety—Crosswalks

## Activity: Cross the Crosswalk

10-15 minutes

p. 2 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Equipment Needed:

- Walk Signal sign
- Don't Walk Signal sign

\* See appendix for Traffic Signal pages

### Set Up:

- Divide students into two groups.
- Direct one group to line up side by side at one end of the gym.
- Direct the other group to form a line behind the first group.
- Place cones at the other end of the gym in a line extending across the gym floor.

### Frame the Activity:

- Explain how traffic lights have improved over the years with better technology such as the LED. This technology makes it easier for pedestrians to know when to cross at a crosswalk.
- Point out that some crosswalks now have numbers counting down so that pedestrians know how many seconds they have to cross the street.

### Explain the Activity:

- Point out that people don't want to get stuck in the crosswalk when the signal turns to a solid "DON'T WALK"! Students will practice following crosswalk signals.
- Divide students into two groups; line up one behind the other at one end of the gym.
- Instruct students that when you hold up the WALK signal, the first group will run down to the cones at the end of the gym and back as many times as possible. Before holding up the DON'T WALK signal, begin counting down 15 seconds, at which point they must get back to the starting line.
- Challenge students to get back and forth as many times as possible before the DON'T WALK sign is held up.
- Repeat with the second group.



# Topic: Pedestrian Safety—Being Attentive

## Activity: Stop, Look and Listen

10-15 minutes

p. 1 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Team-building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
PE/Health: Communications and Decision Making	24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	24.A.2a Identify causes and consequences of conflict among youth.

### Lesson Objectives

**By the end of this lesson, students will be able to:**

recall pedestrian safety guidelines.

demonstrate an understanding of different signals and infrastructure and how to react to each appropriately.

# Topic: Pedestrian Safety—Being Attentive

## Activity: Stop, Look and Listen

10-15 minutes

p. 2 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Equipment Needed:

- Masking tape

### Set Up:

- If the gym floor is not already marked with intersecting lines, use masking tape to mark “sidewalks” for the students to follow.
- Ask students to choose a place to stand on a line.

### Frame the Activity:

- Brainstorm safety guidelines to follow when walking to school or walking around the neighborhood.
- Help complete the list by referring to the Bicycle and Pedestrian Safety Guidelines page if needed.

### Explain the Activity:

- Explain that the lines on the floor represent sidewalks, and that you, as the teacher, are the crossing guard. You will be calling out commands.
- Point out that the object of the game is to follow all the guidelines carefully.
- Warn students that if you catch them breaking pedestrian safety guidelines, you will give them a fine (seven jumping jacks on the side of the room).
- Explain each command.
  - “Green Light!” –jog around the gym while staying on the lines
  - “Yellow Light!” –walk around the gym while staying on the lines.
  - “Red Light!” –freeze where you are.
  - “Crosswalk!” –stop, look left, right, left and then show that you are listening by holding your hand up to your ear.
  - “Driver!” –stop and make eye contact with someone else in the room.
- Point out that you will also give them fines for running into other pedestrians.

# Topic: Traffic Signals

## Activity: See Signal, Have Reaction

10-15 minutes

p. 1 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Team-Building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

### Lesson Objectives

By the end of this lesson, students will be able to:

recall the purpose of different traffic signs and signals.  
practice looking at a sign and reacting to it.



# Topic: Traffic Signals

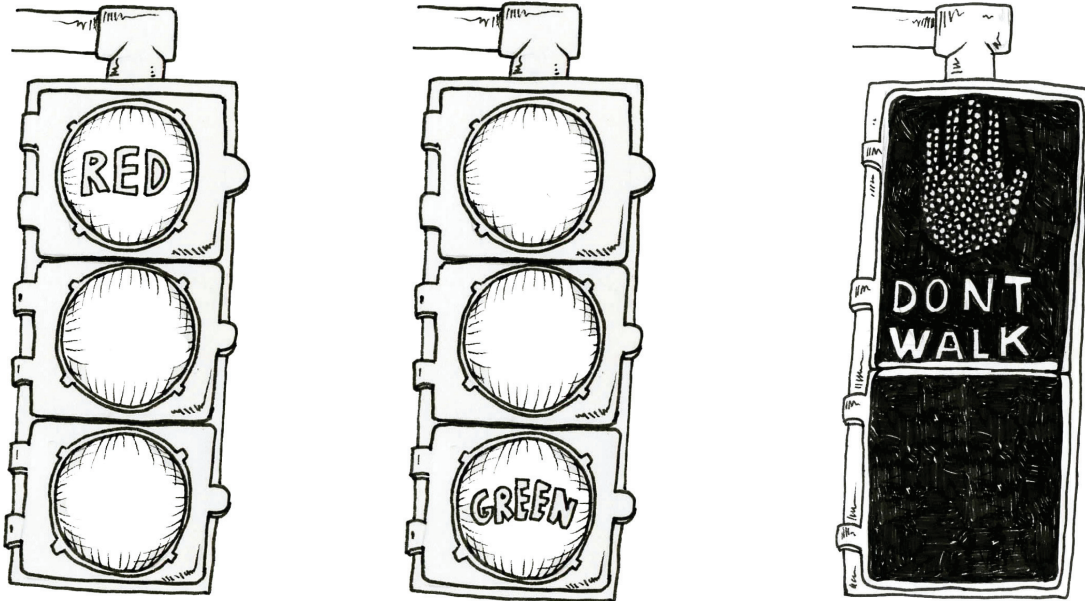
## Activity: See Signal, Have Reaction

10-15 minutes

p. 2 of 2



ACTIVE TRANSPORTATION  
ALLIANCE



### Equipment Needed:

- Traffic signal signs (green light, yellow light, red light, stop sign, walk signal and don't walk signal)

### Set Up:

- Students spread out so that they can all see instructor.
- Instructor has traffic signal signs.

### Frame the Activity:

- Explain pedestrians and people riding bikes need to pay attention to safety guidelines to demonstrate responsibility and to be safe. Part of following safety guidelines is paying attention to traffic signs and signals.

### Explain the Activity:

- Explain that you are going to hold up different traffic signs, and for each one, the students will do a different exercise.
- Discuss the reaction students should have on the street when they see each sign.
- Demonstrate by showing each sign and doing the corresponding exercise.
  - Green light: with feet shoulder-width apart, run in place very fast.
  - Yellow light: shuffle forward slowly.
  - Red light: freeze!
  - Stop sign: freeze!
  - Walk signal: look and shuffle to the right, look and shuffle to the left, march in place ten steps.
  - Don't Walk signal: do five squats.
- Begin by showing one sign at a time and allowing enough time for the students to complete the exercise before holding up the next one.

# Topic: Dangerous Situations & Refusal Skills

## Activity: Safe or Unsafe

10-15 minutes

p. 1 of 6



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
<b>PE/Health: Movement Skills</b>	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply guidelines and safety procedures in physical activities.
<b>PE/Health: Health Promotion, Prevention and Treatment</b>	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen). 22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
<b>PE/Health: Communications and Decision Making</b>	24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).

### Lesson Objectives

<b>By the end of this lesson, students will be able to:</b>	define in their own words peer pressure.
	recall situations of peer pressure.
	demonstrate understanding of the appropriate verbal response in different situations.

# Topic: Dangerous Situations & Refusal Skills

## Activity: Safe or Unsafe

10-15 minutes

p. 2 of 6



ACTIVE TRANSPORTATION  
ALLIANCE

### Equipment Needed:

- About 20 cones or poly spots
- Safe or Unsafe cards, 1 set for each group (reproducible found at the end of the lesson)
- Safe and Unsafe cone labels, 1 set for each group (reproducible found at the end of the lesson)

### Set Up:

- Make copies of and cut out the Safe or Unsafe Cards, 1 set for each group.
- Divide students into groups of 3-4.
- Set a start cone or poly spot for each group at one end of the gym, a cone or poly spot for each group at the half way point, and cones or poly spots for each group at the far end of the gym.
- Place Safe or Unsafe Cards at each midpoint cone/poly spot.
- Place the Safe label on one cone at the far end of each relay and the Unsafe label on the other cone at the far end of each relay.
- Direct each group to a start cone/poly spot.

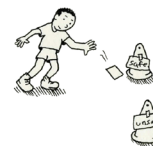
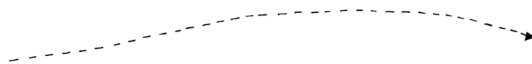
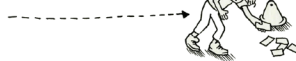
- Explain that we are going to practice deciding if we think something is safe or not.
- Divide students into small groups and direct each group to a starting cone.
- Demonstrate the relay:
  - Run to the midpoint cone and pick up 1 Safe or Unsafe Card.
  - Bring card back to group.
  - Read the card together and decide whether the situation is safe or unsafe.
  - Run the card to the far cones and place in appropriate place.
  - Run back to the group and high-five the next person to get the next card.
- Play the game.
- Review each answer after the game. Let groups sort through their cards as the class discusses each answer. Read the card and allow a volunteer to tell you where their group placed the card and why.

### Frame the Activity:

- Explain that it is important to make sure that activities are safe before you do them.

### Explain the Activity:

- Discuss peer pressure:
  - Peer pressure is when a friend tries to get you to do something; peer pressure usually refers to something that you don't want to do or you don't think is safe.
  - Have they ever experienced peer pressure?
  - It's important to know how to handle the situation.
  - You always have the right to say, "No, I don't want to" or "No thanks" or "No way!!"



## Safe or Unsafe?

You are walking home from school with a friend. Your friend asks, "Do you want to sneak to the playground instead of going home?"

## Safe or Unsafe?

You are riding bikes with your friend. Your friend says, "Let's take our helmets off! I bet we will look cool without them."

## Safe or Unsafe?

You are walking home from school. A stranger pulls up next to you in his car and asks, "Hey kid, do you want a ride home?"

## Safe or Unsafe?

Your friend calls you and asks, "Do you want to go to the park with me and my family?"

## Safe or Unsafe?

You are walking home from school with your friend. You see a dog that is wandering around without a leash. Your friend asks, "Do you want to go play with that dog?"

## Safe or Unsafe?

You are on your way home from school. You see a group of kids from your class ahead of you. They see you walking alone and ask, "Would you like to walk with us so you don't have to walk by yourself?"

## Safe or Unsafe?

You are playing with your friend outside. The sun is beginning to set and it is getting dark. Your friend says, "Let's play one more game of basketball before we go inside."

## Safe or Unsafe?

When you get home from school, your mom asks, "Will you please take the dog for a walk?"

**SAFE**

**UNSAFE**

## ¿Seguro o No Seguro?

Estás caminando de regreso de la escuela con un amigo/a. Tu amigo/a te pregunta, "¿Quieres ir a escondidas al parque en vez de ir a nuestras casas?"

## ¿Seguro o No Seguro?

Andas en bicicleta con tu amigo/a. El/ella te dice, "¡Saquémonos los cascos! Te apuesto que nos vemos cool sin ellos."

## ¿Seguro o No Seguro?

Estas caminando de regreso de la escuela. Un desconocido se acerca en su coche y te pregunta, "Hey niño, ¿quieres que te lleve a casa?"

## ¿Seguro o No Seguro?

Tu amigo/a te llama y te pregunta, "¿Quieres ir al parque conmigo y mi familia?"

## ¿Seguro o No Seguro?

Estás caminando de regreso de la escuela con tu amigo/a. Ven un perro que está andando sin correa. Tu amigo/a te pregunta, "¿Quieres jugar con ese perro?"

## ¿Seguro o No Seguro?

Estás de regreso de la escuela. Ves un grupo de niños de tu clase adelante. Te ven caminando solo/a y preguntan, "¿Quieres caminar con nosotros para que no camines solo/a?"

## ¿Seguro o No Seguro?

Estás jugando con tu amigo/a afuera. El sol se está empezando a bajar y se está poniendo oscuro. Tu amigo te dice, "Juguemos un partido más de basquetbol antes de entrar."

## ¿Seguro o No Seguro?

Cuando regresas de la escuela, tu mama te pide, "¿Por favor sacas al perro a caminar?"

**SEGLURO**

**NO SEGLURO**

# Topic: Dangerous Situations and Refusal Skills

## Activity: Helpers Along the Way

10-15 minutes

p. 1 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen). 22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
PE/Health: Communications and Decision Making	24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).

### Lesson Objectives

By the end of this lesson, students will be able to:	recall the people who are safe to talk to and the people who are not.
	demonstrate the appropriate response to Stranger and to a helper.



# Topic: Dangerous Situations and Refusal Skills

## Activity: Helpers Along the Way

10-15 minutes

p. 2 of 2



ACTIVE TRANSPORTATION  
ALLIANCE

### Equipment Needed:

- 3 pinnies
- 3 hula hoops

### Set Up:

- Choose 3 taggers and 3 helpers.
- Taggers wear the pinnies.
- Place hula hoops around the perimeter of the play space.
- 1 helper stands in each hula hoop.
- Other students scatter around the gym.

### Frame the Activity:

- Point out that there are a lot of modes of transportation.
- Brainstorm some of the different transportation modes.
  - Walking
  - Bicycling
  - Riding the train
  - Riding the bus
  - Taking a boat
  - Riding in a car

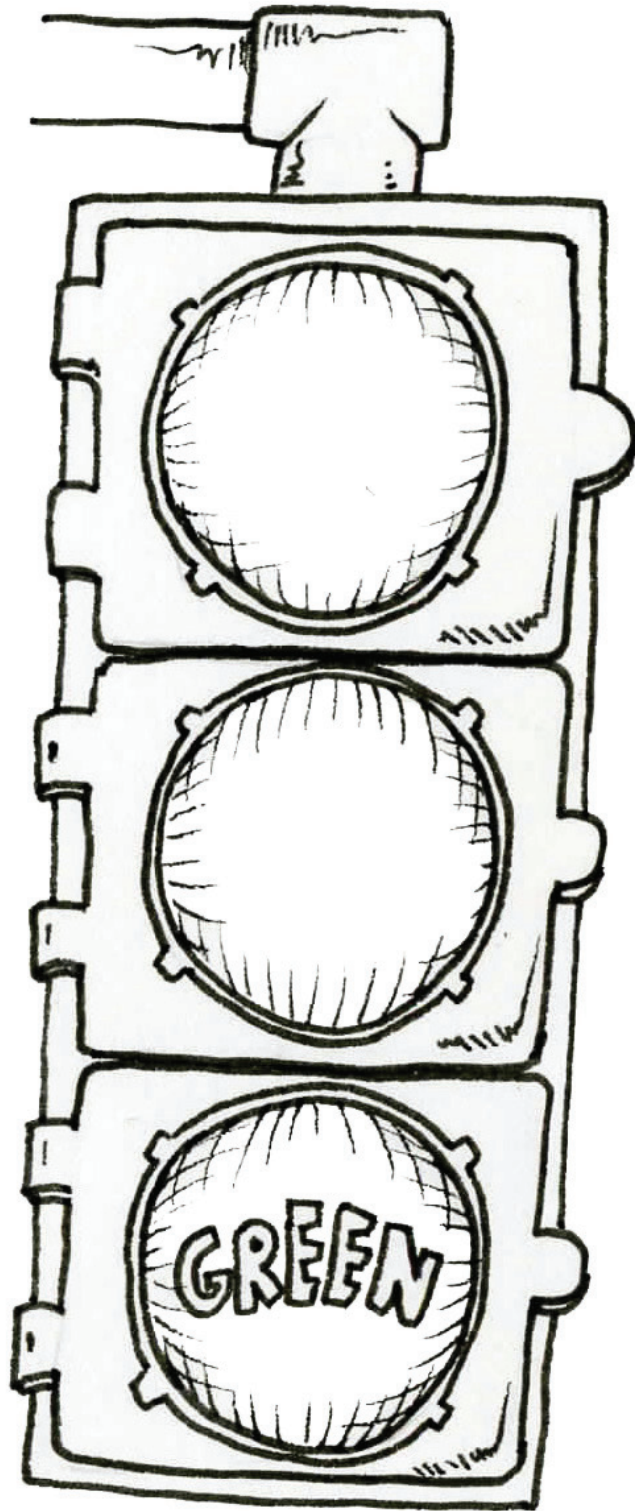
### Explain the Activity:

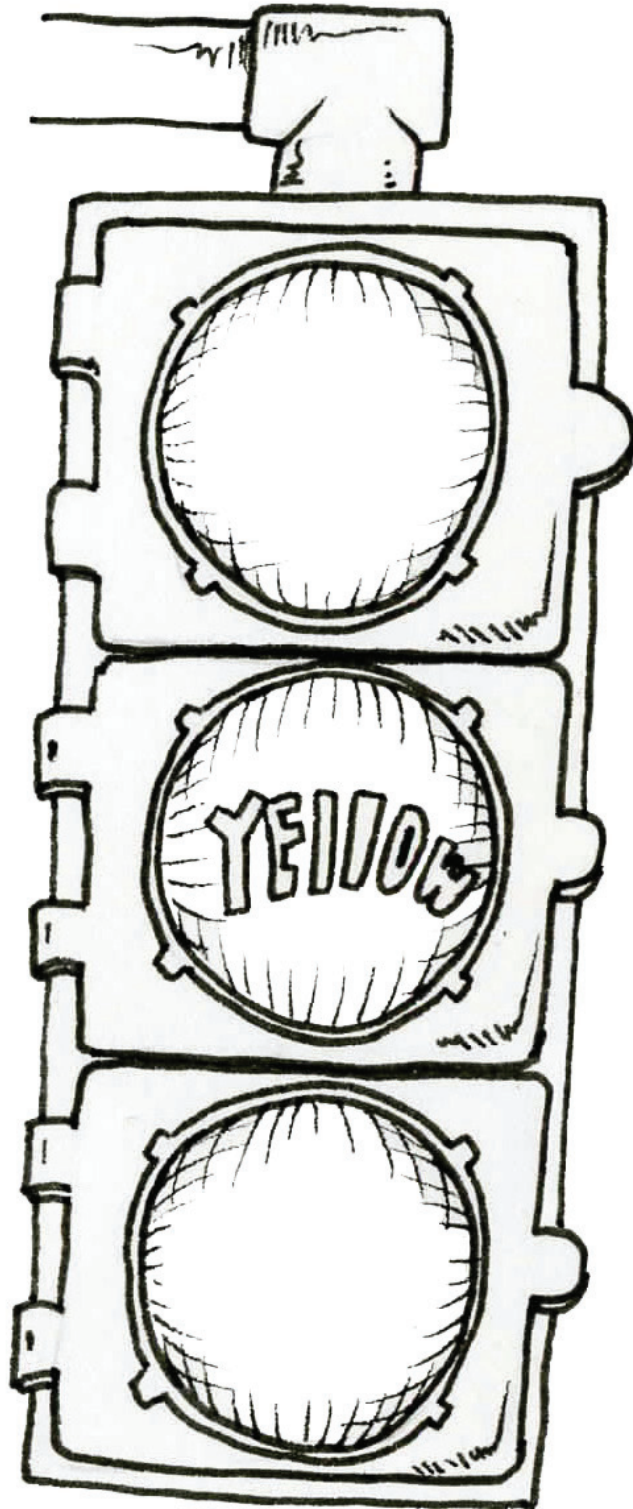
- Explain that by using any of those modes of transportation, you may encounter many people. It is important to know who it is okay to talk to, like community helpers, and who you should not talk to.
- Explain some people—community helpers—that are okay to talk to include crossing guards, school bus drivers and police officers. One should never talk to strangers while walking home, riding the train or riding your bicycle to a friend's house.
- Explain that for this activity, they are going to pretend to be going home from school. If a student is tagged along the way, that student must run to the nearest helper, representing a policeman, a school bus driver or a crossing guard. When a student gets to a helper, he or she will high five the helper and then trade places, becoming the new helper in the hula hoop. I will choose three people to be strangers and helpers.

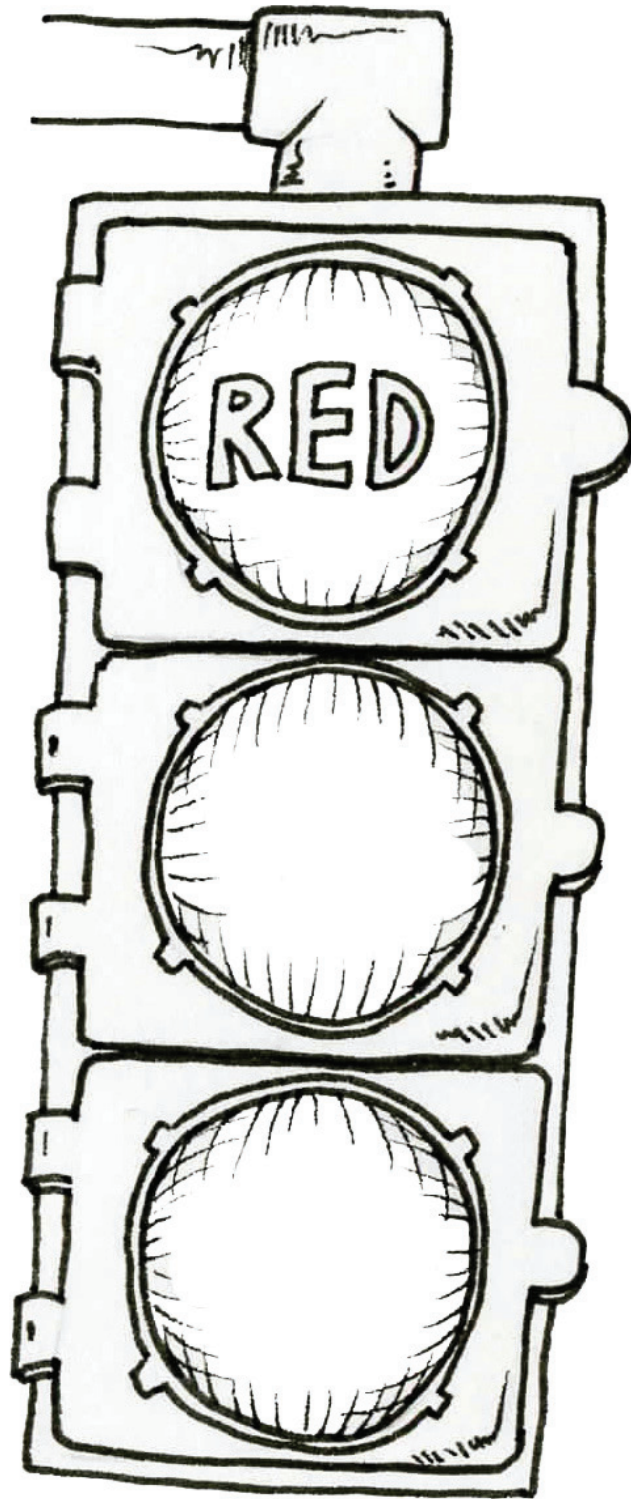
# Appendix: Traffic Signal Pages

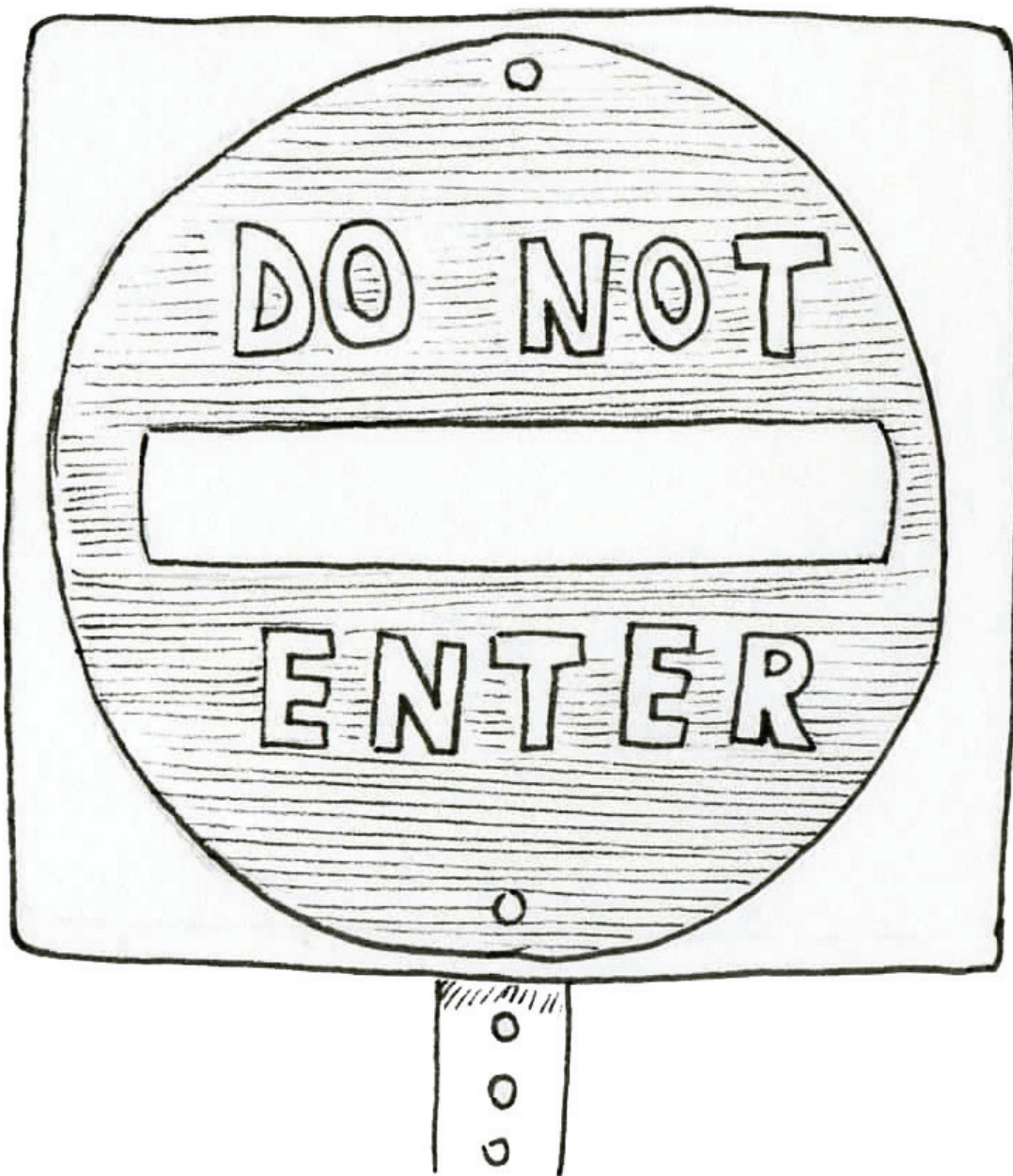


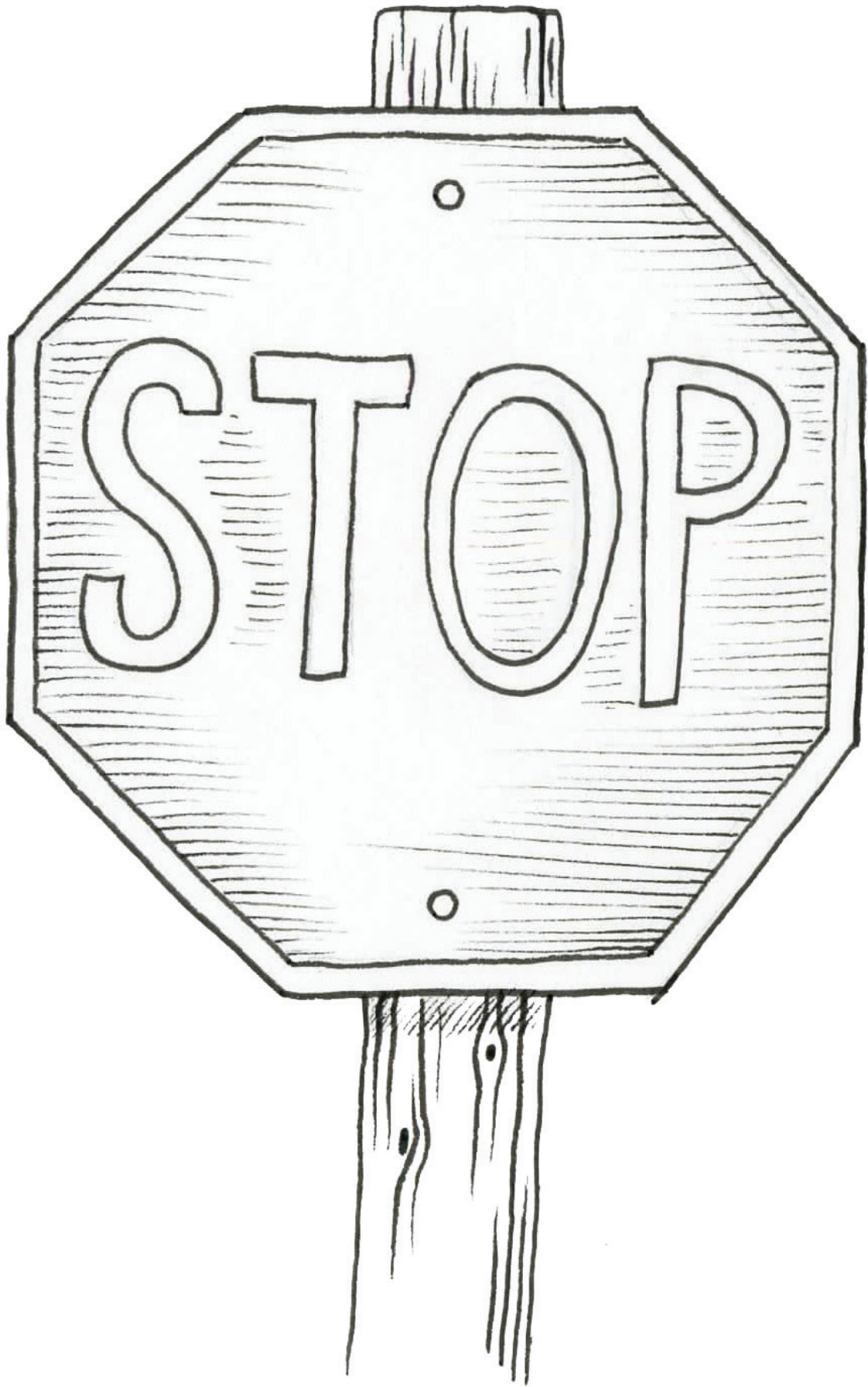
ACTIVE TRANSPORTATION  
ALLIANCE

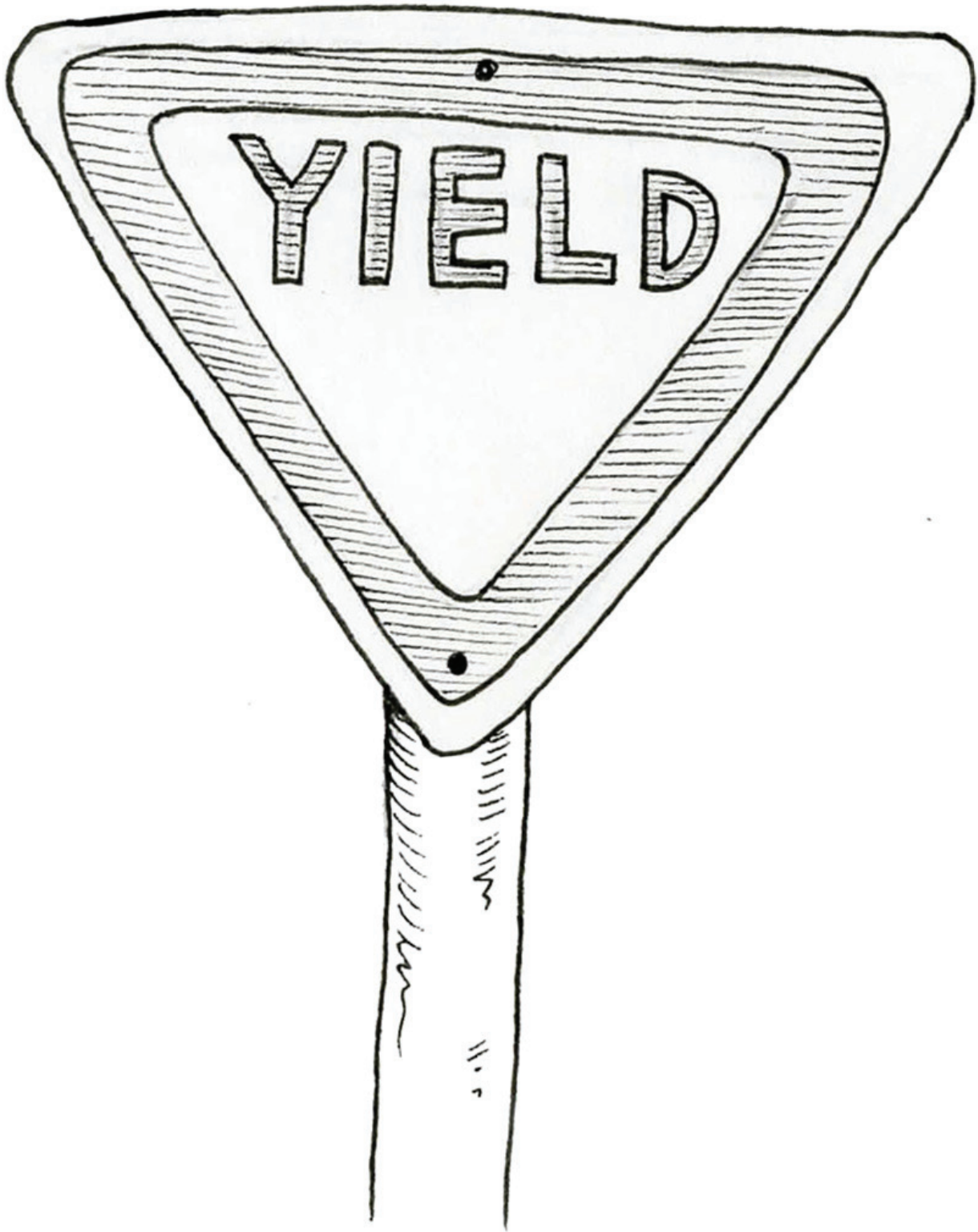










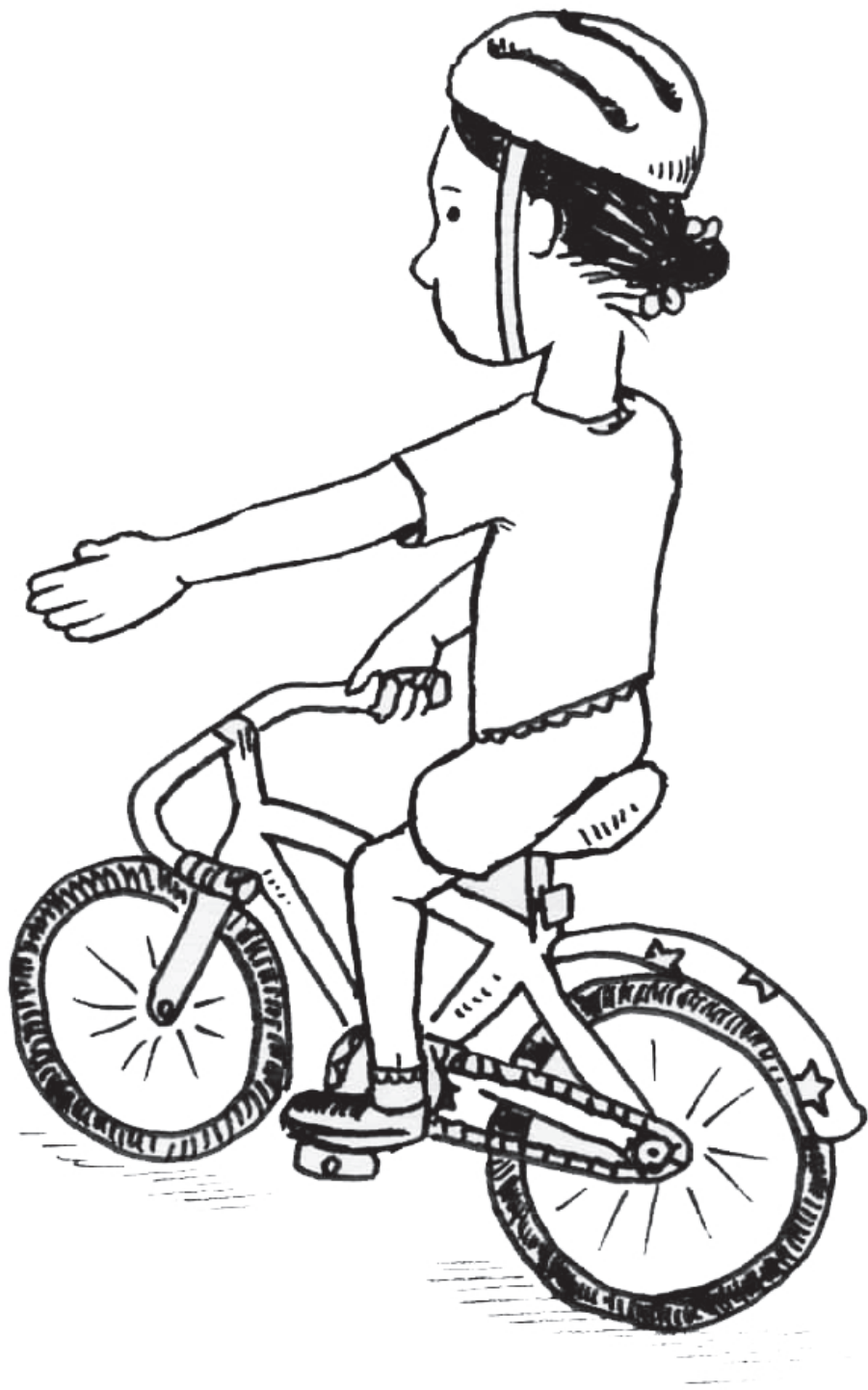


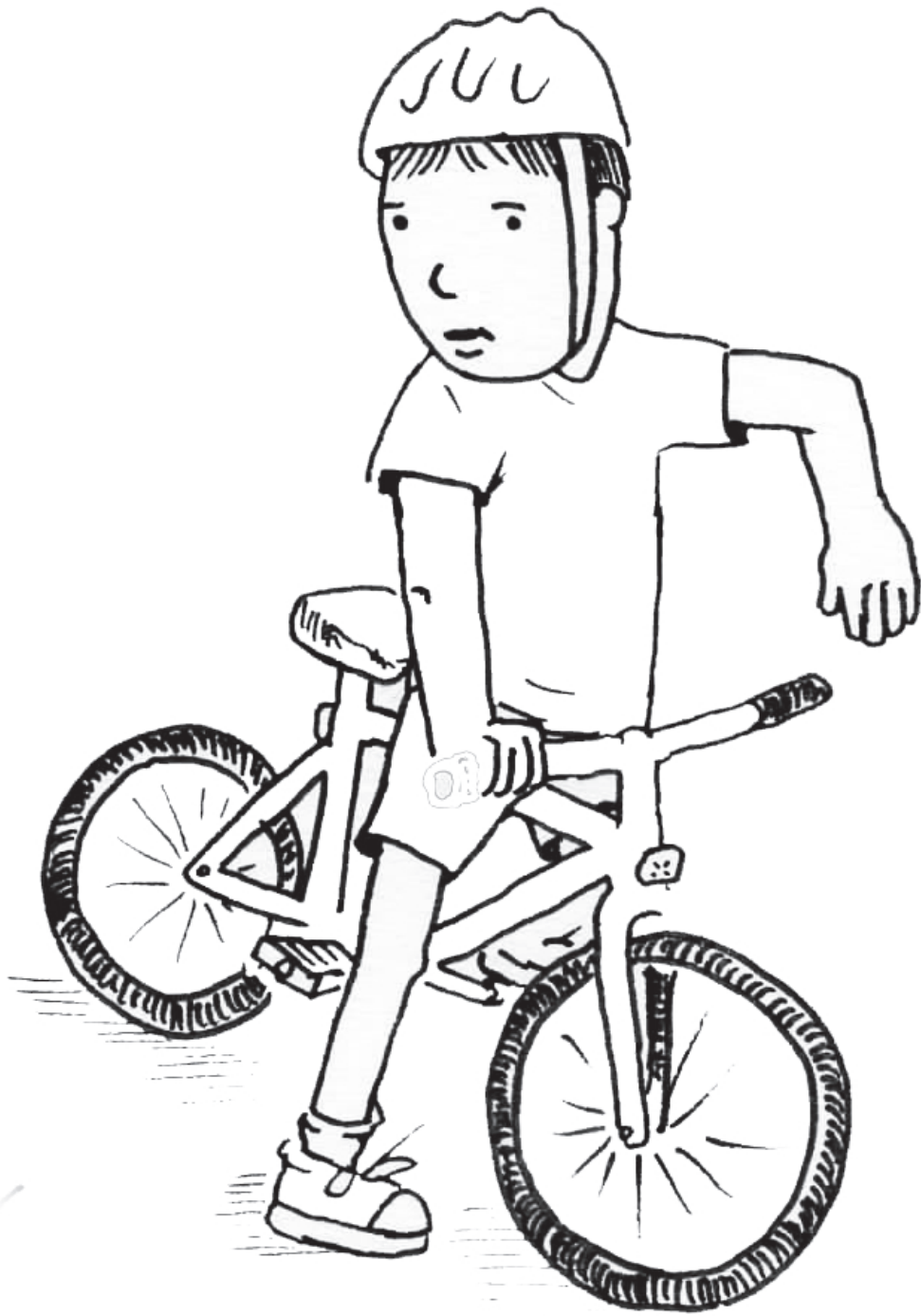
















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