STATION 1: How to Fit a Helmet

Recommended Age Group: Kindergarten - Grade 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn how to properly fit a helmet and the importance of wearing a helmet.

- ➔ "2 V 1" Rule.
- ➔ Bike helmets help reduce the risk of a serious brain injury.
- ➔ It's the Law - Every cyclist under the age of 18 must wear an approved bicycle helmet.
- ➔ Make sure the helmet is in good working condition.

Planning for this Station

Time: 10 minutes

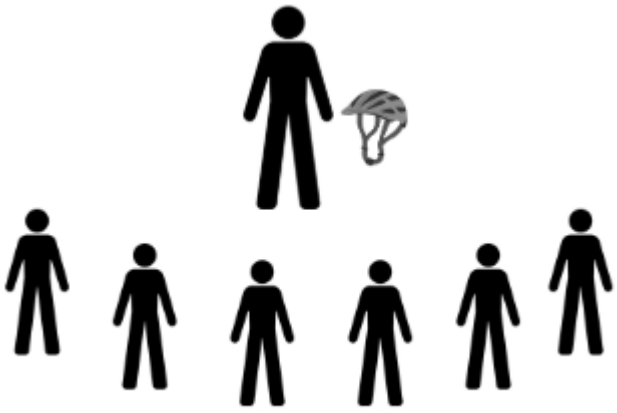
Recommended # of students per group: 10

Equipment: Helmets

Number of Leaders required: 1-2

Set Up

Students stand in a semi circle along with a facilitator demonstrating with a helmet.



What You Need To Know

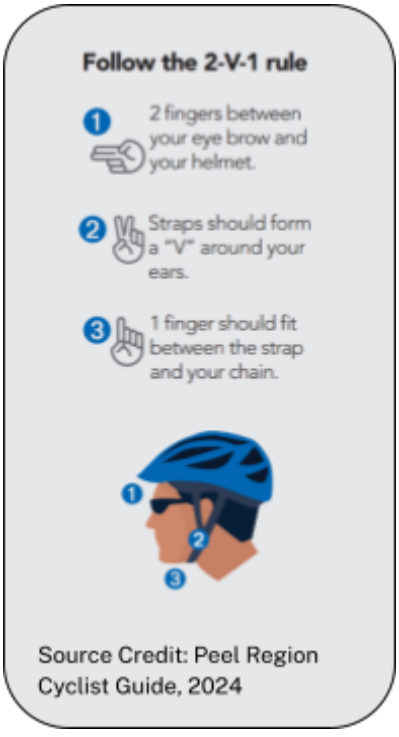
Helmets should be individually inspected, and volunteers should be looking for the following:

- Helmet is the correct size for a child - should lay flat on head, and when fitted properly.
- Helmet has an APPROVED sticker from a designated testing agency listed in the Highway Traffic Act. (CSA, CPSC, ANSI, BSI, ASTM, SAA).
- Helmet is an actual Bicycle Helmet (should be listed on the sticker inside the helmet).
- Helmet should be in good condition. When checking the helmet, make sure there are no dents to the outer shell, and make sure the foam of the interior is intact.
- Helmet is under 5 years of age (the sticker in the inside of the helmet will have the date of manufacturing).

A letter can be sent home with students if the helmet is not considered safe or appropriate (template included at the end of this station).

Instructions

1. Have students place their helmets flat on their heads.
2. "2 V 1 Rule" (refer to diagram)
    - Take two fingers and place them above the eyebrow. The helmet should lay flat against the participant's forehead, with limited skin showing.
    - Take two fingers; make a "V" shape. Place the V's around your ears. These fingers represent the straps that lay flat around the ear. Have students do up the buckle under the chin.
    - Take one finger, and place it between the chin, and the strap – that is all the space that should be allowed.
3. Once all students have been fitted, come back together as a group and discuss the Final Discussion Points below.



Once fitted properly, **the helmet should not move more than 1 inch in any direction.**

Final Discussion Points

1. The #1 rule when riding a bicycle is: **Wear a helmet every time you ride.**
2. In order for a helmet to protect your head, and potentially prevent an injury, it should be the correct size and properly adjusted.
3. Caring for your helmet: To prolong the life of your helmet, make sure to keep it in a dry place, preferably hanging it up either on your bike or inside your garage.

Source: MTO - Young Cyclists Guide, 2010

Dear Parent/Guardian,

Your child participated in a **Walk and Roll Skills and Drills Event** today and, upon inspection of their helmet, the following was noted:

- ☐ Helmet is improper size for a child (baby or child helmet – too small, adult helmet – too big).
- ☐ Helmet does not have an APPROVED sticker from a designated testing agency listed in the Highway Traffic Act (CSA, CPSA, ANSI, BSI, ASTM, SAA).
- ☐ Improper bicycle helmet (ski/snowboard, hockey, motocross, baseball, football, or a skateboard only helmet – not permitted).
- ☐ Helmet is damaged or deteriorated.
- ☐ Helmet is over 5 years of age / or date of manufacturing cannot be confirmed (sticker was removed).

It is our recommendation that your child's helmet be replaced to ensure their safety when riding their bicycle or scooter.

STATION 2: Bicycle Inspection

Recommended Age Group: Kindergarten - Grade 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn how to check the mechanical safety and fit of the bicycle before riding.

Planning for this Station

Time: 10 minutes

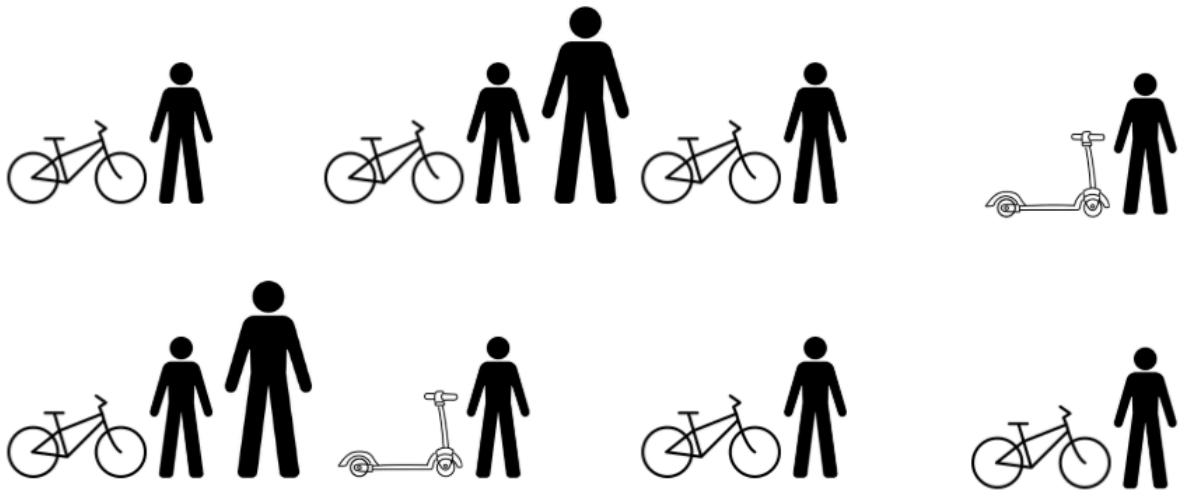
Recommended # of students per group: 10

Equipment: Bicycles/scooters

Number of Leaders required: 1-2

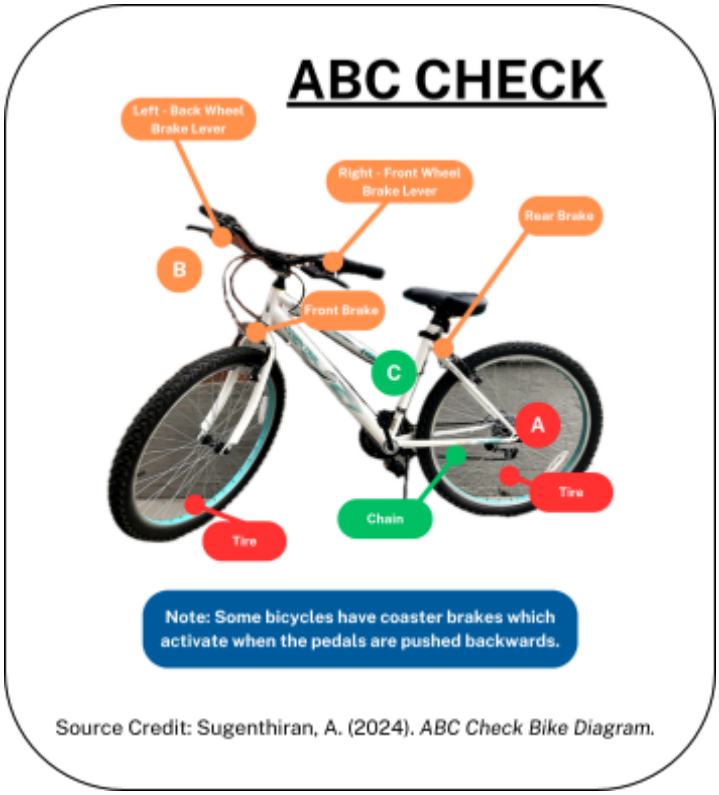
Set Up

Students stand next to their bicycle/scooter with facilitators visiting each to help with their A.B.C. Quick Checks.



Instructions

1. Have students stand next to their bicycles as the A.B.C. Quick Check is completed with the station leader.
2. Proceed through each step of the check as each student participates using their own bicycle.
    - **A is for Air:** Check your tires to see if they have enough air and if there are any holes in the tires. Press on each tire, they should be firm.
    - **B is for Brakes and Bars**: Check your brakes and handlebars to ensure they are functioning properly.
        i. Standing beside your bike, pull the front brake only and push forward on the handlebars.
        ii. The front wheel should lock up and the back wheel should leave the ground. Then pull the back brake only and walk forward, the back wheel should lock and skid along the ground.
        iii. Check the Handlebars: Hold the front wheel between your knees and try to twist the handlebars side to side and up and down.
    - **C is for Chain and Crank**: Check the gears to see if the chain is on and lubricated, there is no damage, and that the pedals spin freely backwards.



Source Credit: Sugenthiran, A. (2024). *ABC Check Bike Diagram.*

3. It is recommended that all bicycles or scooters pass the A.B.C. Quick Check before proceeding with other stations.

Final Discussion Points

1. The A.B.C. Quick Check is an easy way to remember what parts of your bike you need to check in a basic safety inspection to keep your bike in good shape.

Source: MTO - Young Cyclists Guide, 2010 / CAN-BIKE Course material

STATION 3: Cycling/Scootering Safety on Sidewalks and Multi-use Trails

Recommended Age Group: Kindergarten - Grade 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn cycling and scootering safety skills when riding their bicycle or scooter on a sidewalk or a multi-use trail (such as a boulevard trail or off-road trail).

- ➔ Share the sidewalk/multi-use trails with other users (cyclists, pedestrians).
- ➔ Use your bell to let other users (cyclists, pedestrians) know you are passing.
- ➔ Use caution when crossing driveways. Watch for vehicles exiting/entering driveways. Remember that drivers cannot easily see cyclists or scooters on the sidewalk when they are exiting driveways (refer to images below).

Planning for this Station

Time: 10 minutes

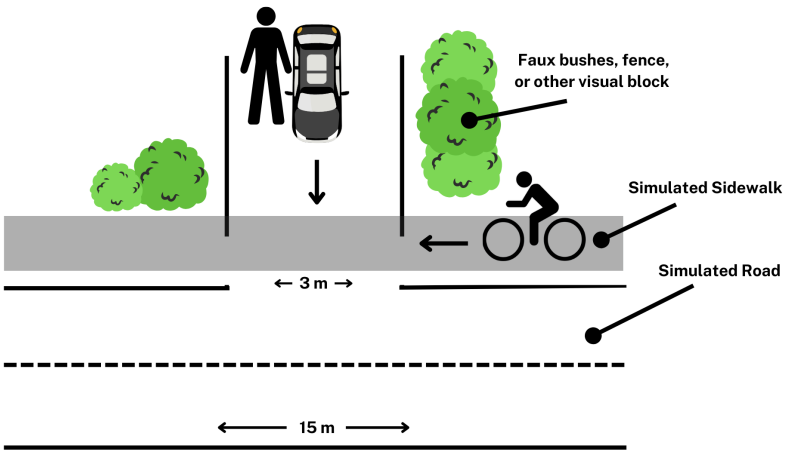
Equipment: Bicycles/scooters, helmets, sidewalk chalk, large image of car, faux bushes, fence, or other visual block

Recommended # of students per group: 10

Number of Leaders required: 2

Set Up

Use sidewalk chalk (outdoors) or painting tape (indoors) to mark out a road with a driveway.



Instructions

1. Have students practice cycling or scootering down the sidewalk and ringing their bell.
2. Have students scan driveways for vehicles exiting/entering. The station leader will stand in the driveway holding a large image of a car (or pushing a toy car). If the car is stationary, it is safe to proceed. If the car is moving, students should dismount and wait for the car to stop or clear the driveway before proceeding.

Final Discussion Points

1. Cyclists and scooter riders should always watch for obstacles, other users, and traffic on sidewalks or trails, and use their bell when passing.
2. Always scan for vehicles before crossing driveways. If a car is moving, dismount and wait for it to stop before proceeding.
3. Ride at a safe speed to have enough time to react to obstacles and always use proper hand signals when turning or stopping.

Source: MTO - Young Cyclists Guide, 2010

STATION 4: Crossing the Street with your Bike or Scooter

Recommended Age Group: Kindergarten - Grade 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn to stop/dismount and walk their bicycle and/or scooter across the street.

- STOP, DISMOUNT: Get off your bike/scooter and walk it across the street.
- OBEY all traffic signals and stop signs.

Planning for this Station

Time: 10 minutes

Recommended # of students per group: 5

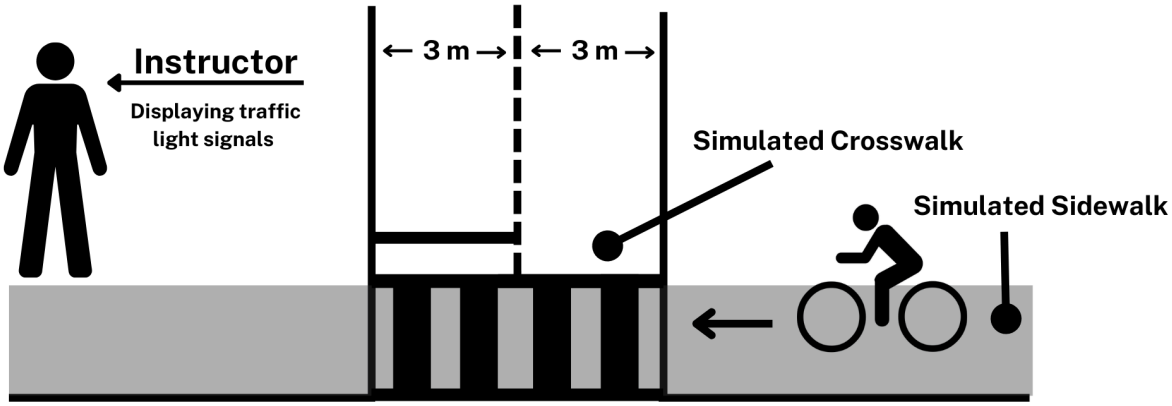
Equipment: Bicycles/scooters, sidewalk chalk, printed cards with images of signals (templates on pages 3-6)

Number of Leaders required: 1-2

Note: If stations will be fifteen minutes or longer, Stations 3 & 4 can be combined.

Set Up

Have students practice riding to the intersection on the sidewalk, then stopping and dismounting on the sidewalk at the intersection.



Instructions

1. Use sidewalk chalk (outdoors) or painting tape (indoors) to mark out an intersection that includes a sidewalk.
2. Print the images of the traffic lights with the accompanying pedestrian signals.
3. Have students practice riding to the intersection on the sidewalk, then stopping and dismounting on the sidewalk at the intersection.
4. The station leader will play the role of the traffic signals. The station leader will show the signals in sequence (see numbering). After the light changes each time, they will ask the students "Is it safe to cross?" When the 'WALK' signal is displayed, students will walk their bikes across the intersection.
5. **Alternate option:** Combine this activity with Station 3: Have students cycle down the sidewalk while scanning for cars in driveways, then stop at the intersection and walk their bicycle across the street.

Final Discussion Points

1. The #1 rule when crossing the street with a bicycle or scooter is: **Dismount every time.**

Source: MTO - Young Cyclists Guide, 2010

Template for Printing: Walk Signal

Template for Printing: Don’t Walk Signal

Template for Printing: Don’t Walk Signal with Countdown Timer

Template for Printing: Pedestrian Must Push Button to Receive Walk Signal

STATION 5: Shoulder Checks and Control

Recommended Age Group: Grades 3 - 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn to check their surroundings as they ride without losing balance or control.

- ➔ Riding in a straight line keeps you in control and makes you predictable to others.
- ➔ Doing shoulder checks when riding lets you look out for cars, and other cyclists who may be approaching from behind. It also makes you aware of your surroundings while riding.
- ➔ Staying balanced while riding slowly keeps you in control to avoid obstacles.

Planning for this Station

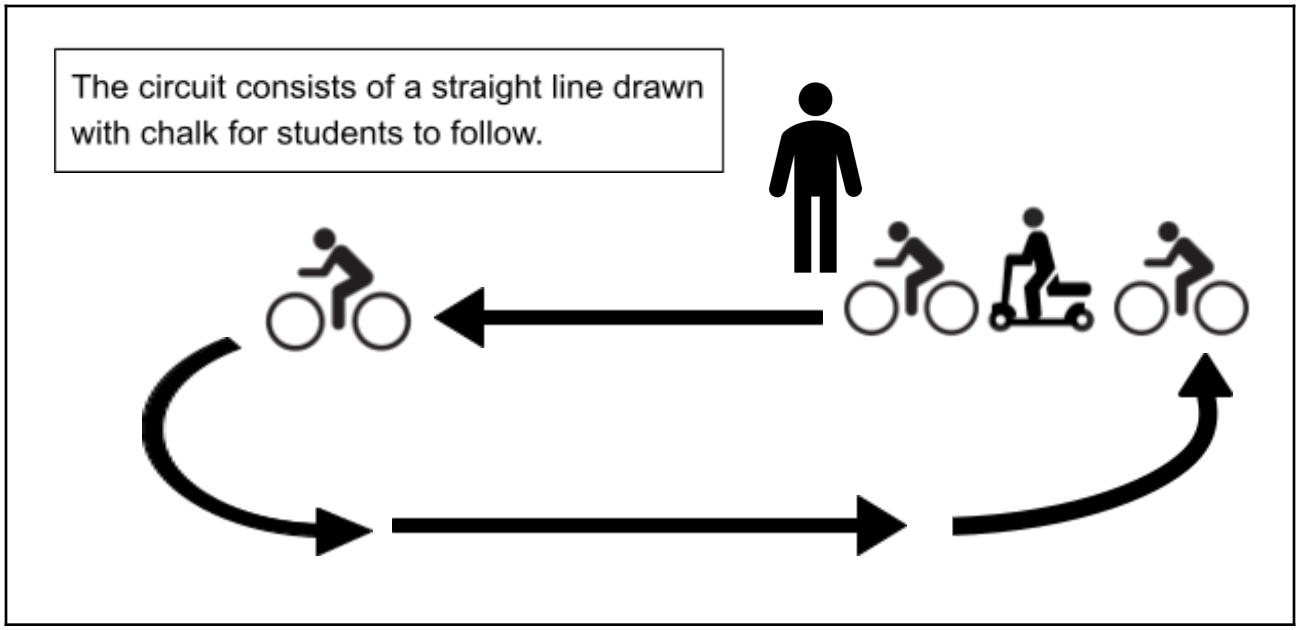
Time: 20 minutes

Recommended # of students per group: 10

Equipment: Bicycles/scooters, sidewalk chalk, ruler

Number of Leaders required: 1-2

Set Up



Instructions

1. **Before station begins**: Set up course with the straight portion of the loop being at least 20 metres long.
2. **Straight line**: One at a time, have students ride along the straight line practicing control on their bicycle or scooter. Have the students cycle through a few times until most seem to be comfortable with riding in a straight line.
3. **Shoulder checks**: Explain that it is important to look behind you when cycling or scootering. Have students demonstrate this action while standing still on their bikes or scooters. Then, one at a time, have students ride along the straight line. As each student begins their ride, the leader either holds up a ruler or not. When the student is about halfway to the end of the straight line, they look over their shoulder and call out 'ruler' or 'no ruler.'
4. **Slow cycling or scootering**: have students cycle or scooter parallel to the line at the same time.
    - Ask students to cycle or scooter as slowly as they can without touching their feet to the ground. This allows students to practice balance and control.

Final Discussion Points

1. Doing shoulder checks when riding allows you to look for cars and other cyclists who may be approaching from behind.
2. Being able to balance and cycle slowly improves your control.

Source: MTO - Young Cyclists Guide, 2010

STATION 6: Hand Signals

Recommended Age Group: Kindergarten - Grade 8 **Mode: Bike & Scooter**

Learning Objective

Participants will learn how to be predictable and accurately communicate their actions to other road users using hand signals.

- ➔ Communicate with other road users (drivers, cyclists, pedestrians) using hand signals.
- ➔ Always use your left hand to signal.
- ➔ These are the same signals that drivers are taught.

Planning for this Station

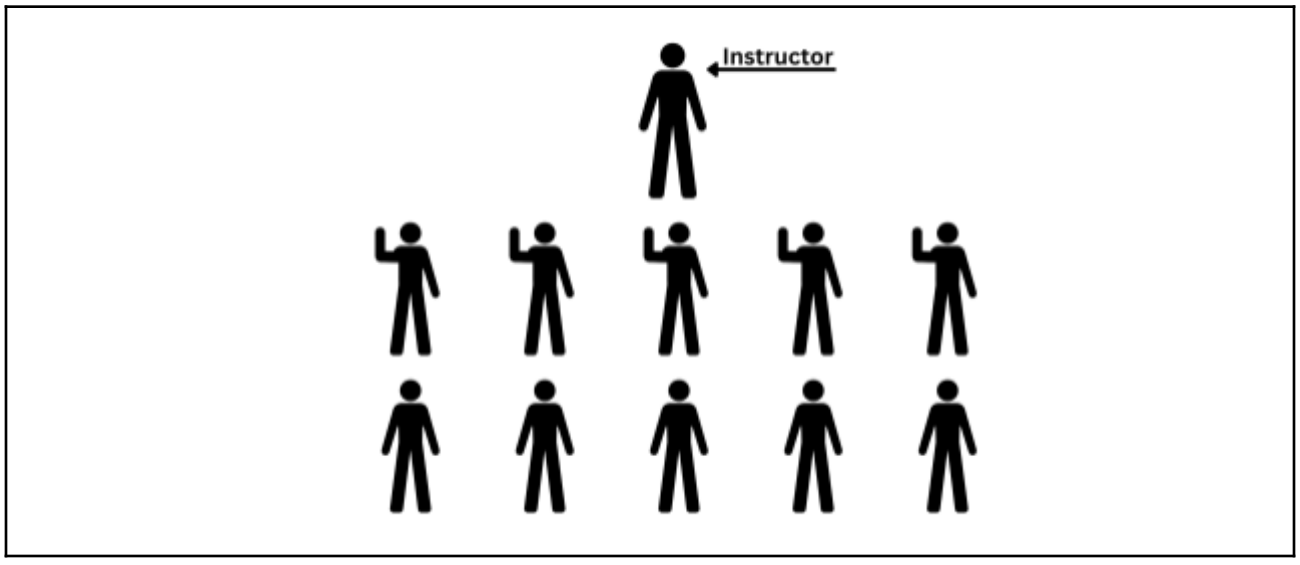
Time: 10 minutes

Recommended # of students per group: 10

Equipment: None

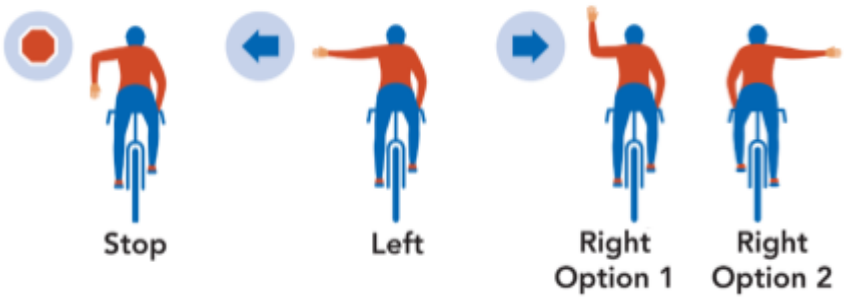
Number of Leaders required: 1

Set Up



Instructions

1. Have students stand in pairs, one student in front of the other.
2. Review each of the hand signals one at a time.
3. Have students demonstrate the hand signal and have students at the back confirm that the signal is visible and properly done.
4. Begin a round of Simon Says using the different hand signals
    a. Instructor will be the leader “Simon” and give instructions to students (e.g. Simon says signal right).
    b. Students should only follow instructions that begin with “Simon says.”
    c. If “Simon” gives instructions without saying “Simon says” (e.g. Signal stop), students need to stand still and not follow the instructions given. If they do follow the instructions that they shouldn’t have, they do five jumping jacks.



Source Credit: Peel Region Cyclist Guide, 2024

Final Discussion Points

1. Cyclists use the same hand signals that drivers are taught. These signals are meant to be universally understood by all road users.
2. Using your left hand for all signals means that you can focus on using your right hand to maintain control of the bicycle or scooter, and you don’t have to try to remember which hand to use for signaling.

Source: MTO - Young Cyclists Guide, 2010

STATION 7: Pedestrian Safety

Recommended Age Group: Kindergarten - Grade 8 **Mode: ALL**

Learning Objective

Participants will learn about guidelines when crossing crosswalks, and safety rules to keep safe when walking to school.

- ➔ Before crossing students should STOP, LOOK ALL WAYS and LISTEN.
- ➔ Follow Pedestrian Signals - be sure to cross at crosswalks, and use intersection signals when available.
- ➔ Cross only when the driver has fully stopped.
- ➔ Make eye contact with the driver before stepping out onto the road.

Planning for this Station

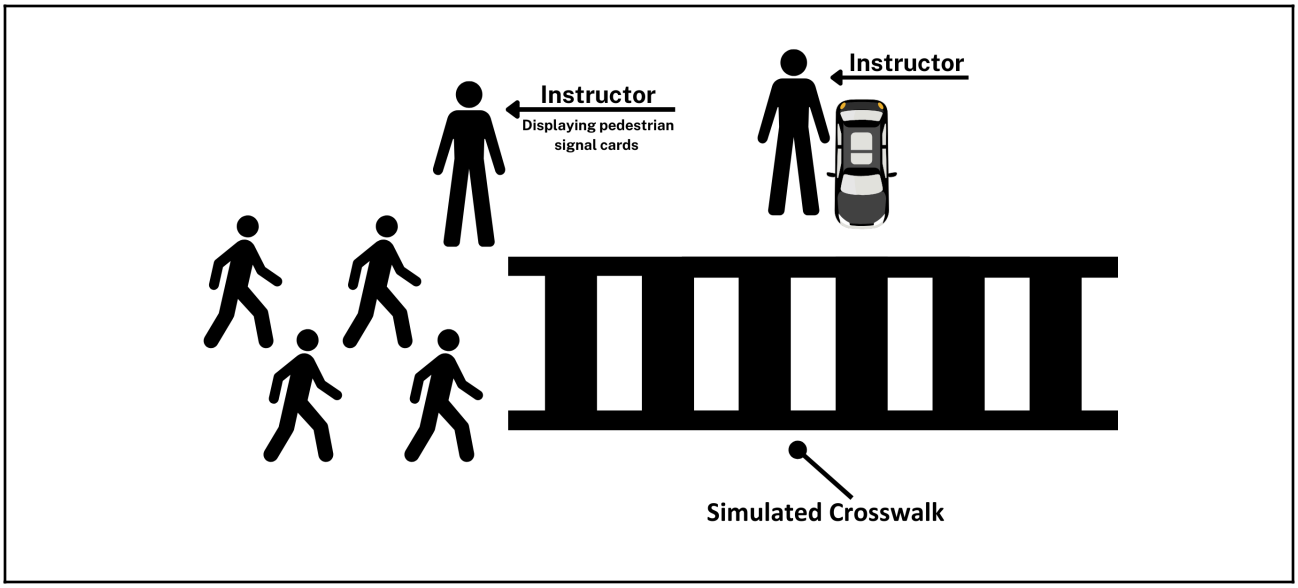
Time: 5 minutes

Recommended # of students per group: 10

Equipment: Sidewalk chalk (outdoors), painters tape (indoors), pedestrian signal cards

Number of Leaders required: 1-2

Set Up



What You Need To Know

- When walking, the safest place to walk is on the sidewalk or path.
- Safest Place to Cross the Street/Road: Cross where there is a Crossing Guard, crosswalk or a traffic light.

Source Credit: Government of Ontario, 2021

Source Credit: Region of Peel, 2019

Instructions

1. Review what pedestrian signals are and explain the different signal cards.
2. One leader leads the group to the crosswalk and stops one step behind the crosswalk.
3. Before crossing, have students LOOK ALL WAYS (left, right, left, and then have them do a shoulder check behind).
4. Have the students LISTEN for oncoming traffic, sirens, etc.
5. The other leader (or choose a student) will pretend to be a driver in the car. Have the students make eye contact with drivers, and make sure the car has stopped.
6. When the intersection is clear and safe, students will walk across the crosswalk.
7. Once all students have crossed safely, discuss the Final Discussion Points below.

Final Discussion Points

1. BE ALERT (aware of your surroundings), BE VISIBLE (wear bright clothing, reflective materials).
2. The safest place to walk is on the sidewalk or path.
3. Before crossing, students should STOP, LOOK ALL WAYS and LISTEN.
4. Safest place to cross the road is at a crosswalk, with a crossing guard or at a traffic light.

Source: MTO - Young Cyclists Guide, 2010

STATION 8: Walking and Rolling for your Health

Recommended Age Group: Kindergarten - Grade 8 **Mode: ALL**

Learning Objective

Participants will learn about the physical, social, and mental health benefits of physical activity.

- ➔ Physical activity will not only make your body healthy, but it will also make your mind healthy too by increased focus and arriving awake.
- ➔ Cycling is a fun activity you can do with your friends outdoors.
- ➔ Move often - The more you move your body, the greater the health benefits!

Planning for this Station

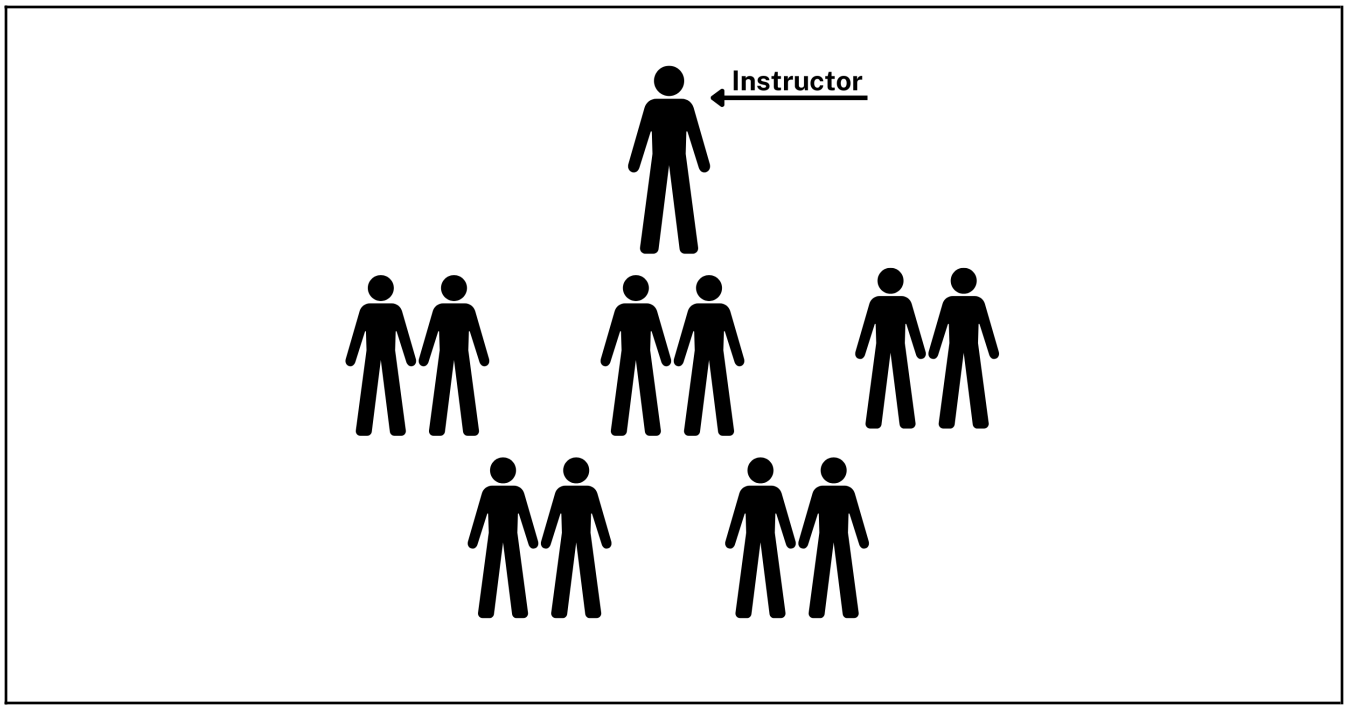
Time: 20 minutes

Recommended # of students per group: 10

Equipment: Pens, paper, watches

Number of Leaders required: 1

Set Up



Instructions

1. Have students break into pairs.
2. Help participants find their pulse on their left wrist just below their thumb.
    - Have them sit quietly for two minutes to ensure their pulse is at rest. While one participant counts their pulse, have their partner count 15 seconds on a watch. Multiply by four to get beats per minute (BPM). Have the timer record BPM, then swap roles.
3. Next, have one student do jumping jacks for 1 minute while the other student sits quietly pretending to travel by car. Have students repeat the measurements immediately after the minute is up.
4. Compare measurements. Do they differ? What does a higher BPM mean? Ask students: How did you feel after cycling? Driving? Which was more fun?

Final Discussion Points

1. Why is physical activity important?
    - Good for my body, good for my mind, increased attention, less stress, prevents disease, keeps me healthy, makes me happy etc.
2. What else did you enjoy about the activity? How did it make you feel?
    - Try to lead with discussion towards the key messages (Did you feel more alert? Could you try this with your friends? Did you enjoy it?).

Source: MTO - Young Cyclists Guide, 2010

STATION 9: Crossing the Street with a Crossing Guard

Recommended Age Group: Kindergarten - Grade 3 **Mode: Walking**

Learning Objective

Participants will learn how to properly cross the street with a school crossing guard.

- ➔ When to start crossing.
- ➔ When not to start crossing.
- ➔ What to do when there is no crossing guard on duty.

Planning for this Station

Time: 10 minutes

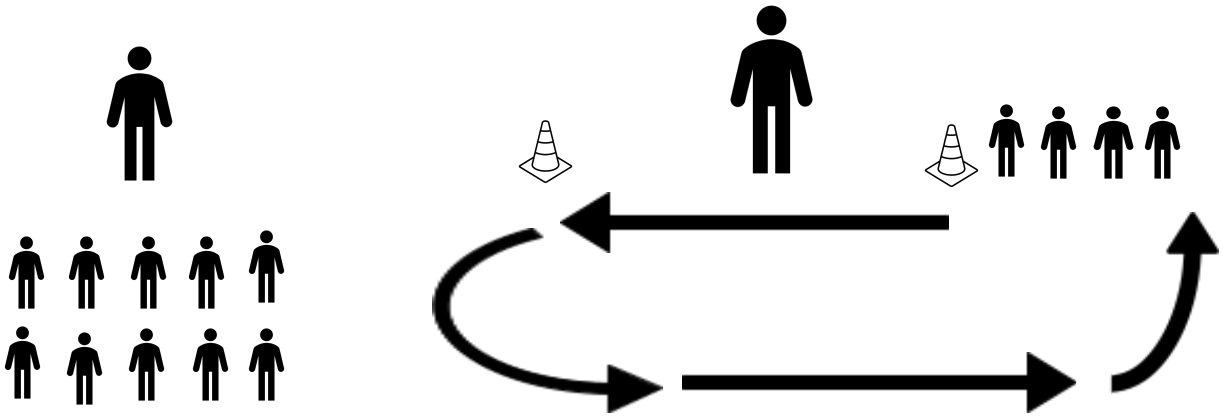
Recommended # of students per group: 10

Equipment: Reflective vest, stop sign (template on Page 3), cones or tape

Number of Leaders required: 1-2

Set Up

Part 1: Explanation **Part 2: Practice**



Leader in front; students sitting facing leader.

Leader as crossing guard; students line up taking turns to cross the street (i.e., area between 2 cones).

What You Need To Know

- Crossing guards are there to help keep us safe when we cross the road.
- Always follow the instructions of your crossing guard.
- Wait until your crossing guard is in the roadway with their stop sign before you start to cross.
- If possible, try to make eye contact with your crossing guard before you begin to cross.
- Do NOT start to cross when your crossing guard is walking back to the side of the road, or has their back turned to you.
- When a crossing guard is not on duty, drivers only need to stop for you if there is a stop sign or a red traffic light.
    - At a stop sign or traffic light, wait your turn to cross, and make sure drivers see you and are stopped,
    - Otherwise, you must wait for a safe gap in traffic, or ideally, should cross at the nearest crossing with a stop sign or traffic light.

Instructions

1. As the leader, put on the safety vest and hold your stop sign.

2. Have students sit in 1-2 rows, facing you. Explain the rules of crossing the road with a crossing guard (see “What you need to know” section above).

3. Ask questions to check for comprehension. For example:

- What are some things you should do before you start crossing the street with your crossing guard? (Possible answers: Make eye contact; wait for them to walk into the street with their stop sign)
- When is it NOT a good time to start crossing the street with your crossing guard? (Possible answers: When they are looking the other way; when they are walking back to the side of the road)
- What should you do if you want to cross the street and the crossing guard is NOT there? (Possible answers: Wait your turn to cross, and make sure drivers see you and are stopped; wait for a safe gap in traffic; walk to a crossing where cars must stop)

4. Set out two cones or mark two spots on the floor with tape to indicate a crossing. Have students line up behind one of the two cones/spots.

5. Be the crossing guard and demonstrate some of the scenarios mentioned above: make eye contact; walk out onto the road; turn your back to students; wave students through; hold your hand out to tell students to stop; walk back to the side of the road. Students practice following your instructions and cues to cross when it is safe to do so. Students take turns crossing and returning to the back of the line to cross again.

Template for Printing: Stop Sign

If you do not have access to a crossing guard stop sign, you can make your own. Print the template below on sturdy paper, and attach it to a wooden ruler to create your very own crossing guard stop sign.

STATION 10: Crossing the Street at a Traffic Light

Recommended Age Group: Kindergarten - Grade 3 **Mode: Walking**

Learning Objective

Participants will learn how to properly cross the street at a traffic light.

- ➔ When to start crossing.
- ➔ When not to start crossing.
- ➔ Meaning of the different pedestrian signals.

Planning for this Station

Time: 10 minutes

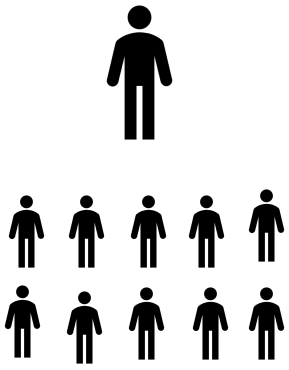
Equipment: Printed cards with images of signals (templates on Page 3-6), cones or tape

Recommended # of students per group: 10

Number of Leaders required: 2

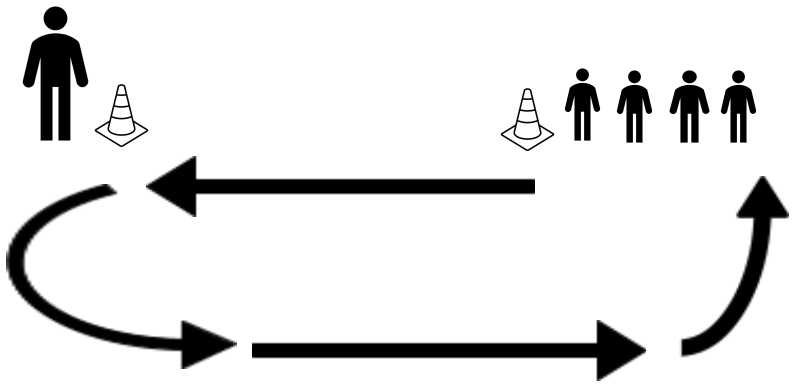
Set Up

Part 1: Explanation



Leader in front; students sitting facing leader.

Part 2: Practice



Leader holds traffic cards; students line up taking turns to cross the street (i.e., area between 2 cones).

What You Need To Know

- The “Walk” signal (walking person) means it is your turn to cross the street.
- The “Don’t Walk” signal (flashing hand) means that you should not start crossing the street, as you may not have enough time before the traffic light turns red. If you have already started your crossing, continue across until you safely reach the other side.
- Sometimes the “Don’t Walk” signal also has a countdown timer. This helps you to know how much time you have to finish your crossing.
- The solid red “Don’t Walk” signal means you cannot cross.
- At some intersections, you have to press a button to activate the “Walk” signal. Press this button to make sure the “Walk” signal shows when the light turns green.

Instructions

1. Have students sit in 1-2 rows, facing you. Explain the meaning of the different pedestrian signals while showing the cards (see “What you need to know” section above).

2. Ask questions to check for comprehension. For example:

- “Walk” signal: Should you start crossing the street if you see this signal? (Answer: Yes)
- Flashing hand “Don’t Walk” signal:
    - Should you start crossing the street if you see this signal? (Answer: No)
    - Should you turn around and go back to the start if you see this signal while you’re already crossing? (Answer: No)
    - Should you finish crossing the street if you see this signal while you’re already crossing? (Answer: Yes)
- Solid hand “Don’t Walk” signal: Should you start crossing the street if you see this signal? (Answer: No)
- Flashing hand “Don’t Walk” signal with countdown signal:
    - Should you start crossing the street if you see this signal? (Answer: No)
    - What if it’s a really big number? (Answer: No)
    - Should you finish crossing the street if you see this signal while you’re already crossing? (Answer: Yes)
    - Should you run across the street if you see this signal while you’re already crossing? (Answer: No. Never run while crossing the street. Continue walking across the street until you safely reach the other side)

3. Set out two cones or mark two spots on the floor with tape to indicate a crossing. Have students line up behind one of the two cones/spots.

4. Stand at one end of the cones and hold up different cards, similar to the way students might see the signals in real life (i.e., start with the solid red hand, then move to the walk signal, then the flashing hand signal). Students practice following the signals to cross when it is safe to do so. Students take turns crossing and returning to the back of the line to cross again.

Template for Printing: Walk Signal

Template for Printing: Don’t Walk Signal

Template for Printing: Don’t Walk Signal with Countdown Timer

Template for Printing: Pedestrian Must Push Button to Receive Walk Signal