



**Members Present**

Richard Klepner	OHS
Peter Haag	DelDOT
Linda Osiecki	DelDOT
Lloyd Schmitz	Citizen Representative
Tina Shockley	DOE
Daniel Hall	DSP

**DelDOT Support Staff**

Sarah Coakley	DelDOT
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**Members Absent**

Darlene Cole	DHSS
Bryan Clarke	DelDOT

**Guests**

Chris Sylvester	Century Engineering
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**I. CALL TO ORDER**

The meeting was called to order at 8:31 am by Co-Chair Richard Klepner.

**II. INTRODUCTIONS**

All members, staff, and guests introduced themselves.

**III. REVIEW GOALS FOR THE SUBCOMMITTEE**

Mr. Klepner reviewed the goals of the subcommittee: Develop strategies for pedestrian safety, education, and awareness and Assist DelDOT with re-evaluation, implementation, and recommendations regarding the Statewide Pedestrian Action Plan.

**IV. DISCUSS SAFE ROUTES TO SCHOOLS AND PEDESTRIAN CROSSING TRAINING FOR GUARDS/STUDENTS**

Mr. Klepner introduced Ms. Sarah Coakley and asked her to brief the subcommittee on the Safe Routes to School (SRTS) Program. Ms. Coakley shared that Delaware passed legislation in 2002 enabling DelDOT to establish a program. Based on this and in anticipation of federal funding for the program, DelDOT conducted a pilot program in 2004 with four schools throughout the state. Based on lessons learned, including that schools do not have funding to front for reimbursement, DelDOT developed the program in such a way that DelDOT administers all projects and activities and fronts the funding for federal reimbursement. The federal legislation was passed in 2005 and provided \$1 million per year for federal Fiscal Years 2005 through 2012. The program is aimed at improving safety for and encouraging students to walk or bike to and from school and elementary and middle schools are eligible to participate, including private and charter schools as long as they serve students in grades K through 8. Projects must be within public right-of-way or easements.

In Delaware’s Program Guidelines, projects may be funded up to \$125,000. This is to enable more schools to participate. The program also funds activities in the other “E” areas, such as Education, Enforcement, Evaluation, and Encouragement. 47 schools in Delaware have



participated. They self-identify and request assistance from DelDOT. DelDOT assists by providing consultant planning assistance to schools to create a comprehensive plan. Schools must partner with the municipality if in one and must consider all of the Es. Then activities in their plan are eligible for funding. Examples of non-infrastructure activities include bike rodeos, Walk to School Day, Bike to School Day, bike and pedestrian education in the classroom. Several schools, including Brader and Downes Elementary in Newark, have ongoing programs. SRTS assisted in start-up and the programs have continued as a result of the Physical Education teachers who act as program champions. Bike and pedestrian safety is integrated into their curriculum.

Ms. Coakley passed out the BEST document in Appendix A and shared how John and Ceci McCormick, League of American Bicyclists League Cycling Instructors, created a working group several years ago to form a curriculum that could be used statewide. She said that Brader uses the BEST framework and City of Dover is working with Capital School District to have it used there as well. There was an effort to make it mandatory in the schools but the working group was asked by the previous Department of Education (DOE) Secretary to hold off on that idea. The goal now is to pilot the curriculum in schools and obtain data to support it. Other statewide SRTS efforts include training courses, health and safety fairs, and providing stop paddles and reflective vests for adult school crossing guards. Additional stop paddles are still available but the vests are out of stock.

Mr. Klepner asked the subcommittee if there were any questions or comments. Mr. Lloyd Schmitz asked about when sidewalks will be provided at Cape Henlopen High School and what is the process for getting pedestrian facilities at new schools. Ms. Coakley shared that there is a project planned to add sidewalk to Cape Henlopen High School. She also explained that new school sites go through the PLUS (Preliminary Land Use Service) process and receive comments on requirements from state agencies. The schools also come to DelDOT for entrance approval and they are required to provide pedestrian facilities if in a Level 1 or Level 2 Investment Area. Ms. Coakley said however that some new schools are still being built in Level 3 areas due at least in part to cheaper land. DelDOT does advocate for pedestrian facilities but we sometimes get pushback from the schools, who are trying to meet a strict budget and timeframe for new school construction. It was asked if the subcommittee could assist with educational efforts to inform the schools about SRTS and the benefits of providing pedestrian facilities. Ms. Coakley answered yes.

Mr. Klepner stated he would look into whether or not Office of Highway Safety could fund stop paddles and reflective vests for crossing guards. Ms. Tina Shockley asked if the new DOE Secretary is aware of the SRTS program. Ms. Coakley said she did not know. She said that emails go out at least annually to school principals and physical education teachers. Mr. Peter Haag asked where the school student age limit on SRTS came from, especially since crash data in Delaware supports the need for high school participation. Ms. Coakley explained that the federal legislation funding the program specifies it for elementary and middle school only. Delaware communicated the desire to add high schools during MAP-21 discussions but it was not done. However, SRTS is now part of the larger Transportation Alternatives Program and projects near high schools are eligible for that program funding. Mr. Klepner asked if crash data is tracked by school. Ms. Coakley said this is not done currently, but could be. Mr. Schmitz asked about the walking boundaries for schools. Ms. Coakley shared that for the state share of busing costs, students who live within one mile for grades K-6 or two miles for grades 7-12 are not eligible for busing. Some school districts supplement with local funding to bus additional students, such as grades 7 and 8 to the same schools as grade 6.



Mr. Klepner asked about existing crossing guard training. Ms. Coakley stated that New Castle County Police Department provides crossing guards and trains them at least annually. She is not aware of anything formal for guards in Kent and Sussex, where schools utilize school staff or volunteers or partner with municipal law enforcement. She stated that AAA offers resources for crossing guard training and also student safety patrols. Mr. Chris Sylvester asked if the DE MUTCD (Manual on Uniform Traffic Control Devices) allows crossing guards to control vehicular traffic. Ms. Coakley answered that Part 7 seems to indicate that the primary purpose is for crossing pedestrians but that incidental vehicular control is permitted. This is based on the types of crossing supervision listed, that all include control of pedestrians; and that it specifies guards creating gaps at school crossings. However the operating procedures included are vague and say that crossing guards shall not direct traffic in the usual law enforcement regulatory sense. Additional guidance is provided but it is not very specific.

Mr. Klepner made a motion that the subcommittee recommend that crossing guard training be required each fall. Ms. Linda Osiecki seconded the motion and it passed unanimously by all subcommittee members present. Ms. Shockley agreed to inquire with the new DOE Secretary regarding the SRTS Program and to determine if DOE should, in any way, endorse school districts to participate. Mr. Haag asked what information the subcommittee would be providing to the school districts and asked that this be discussed at a future subcommittee meeting. Ms. Coakley agreed to provide information to the subcommittee on previous emails sent to schools. Mr. Klepner requested that SRTS be on the agenda for the next subcommittee meeting.

#### **V. REVIEW DELAWARE STATE POLICE'S PEDESTRIAN ENFORCEMENT POLICIES AND PROCEDURES**

Mr. Klepner introduced DSP Captain Daniel Hall. Captain Hall shared that DSP uses a computerized system to map incidents and works with troops to address issues based on data specific to the troop. He also said that they work with Office of Highway Safety. He said that while they recognize that pedestrian safety is important, enforcement can be a challenge. Officers give advice to pedestrians but are not inclined to ticket someone for not using a flashlight, knowing that the money used to pay the ticket could be used instead to purchase a flashlight. Captain Hall said that he worked in Caesar Rodney School District for several years and that School Resource Officers are a good resource for schools and reaching students with safety messages. He said he reads all the fatal crash reports and for the high fatality locations such as Rt. 40 and Kirkwood Highway some victims are under the influence. He said he has experience in working this Troop 2 area and is not sure what law enforcement can do to keep people from crossing mid-block. He said people are crossing at the shortest point instead of going to an intersection that may be out of their way. He shared about DSP's education and enforcement campaign done last fall, that included posters and outreach for two weeks, followed by one week of enforcement with ticketing.

Mr. Schmitz asked if there is coordination with New Castle County Police Department. Captain Hall answered that NCCPD handles the neighborhoods and DSP takes care of the primary roads and schools. He shared how DSP Troop 3 in Kent County worked with residents of Rodney Village to get them to cross at a signalized intersection. Mr. Haag asked if the education component should be done more by the local police departments. Captain Hall gave an example of Troop 7 conducting checkpoints in Dewey and Rehoboth and the local police being aware of the issues and campaign. Mr. Klepner said that OHS provides funding for overtime. They provide data and safety tips for the officers to use. Mr. Haag asked about educational efforts in residential neighborhoods. Captain Hall indicated that is something the county police could do. Mr. Klepner said that maybe OHS



could help the county police with neighborhood level education.

Mr. Schmitz suggested that a poster contest could be held on the pedestrian safety topic. He suggested that DTC's annual poster contest could focus on pedestrians. Ms. Osiecki suggested a video contest might get more involvement, especially from older students. She suggested giving out reflectors, flashlights, and other pedestrian safety items. Captain Hall shared that Caesar Rodney School District created a video about an incident and garnered a lot of community attention. Ms. Coakley shared that she has a supply of reflective wristbands, belts, and flashing lights and that it would be great if the subcommittee could come up with suggestions for effective distribution of them. Mr. Klepner stated that OHS is no longer able to use federal funding for promotional items. Ms. Osiecki suggested that the Lions Club might be willing to donate.

#### **VI. PUBLIC COMMENT**

Mr. Klepner opened the floor to public comment at 9:23 a.m. and no public comments were received.

#### **VII. ADJOURN**

Mr. Klepner made a motion to adjourn the meeting. Ms. Shockley seconded the motion. All subcommittee members present were in favor of the motion, no members were opposed, the motion passed. The meeting adjourned at 9:25 a.m.

Meeting Minutes reported by:  
Sarah Coakley, AICP

Revised Draft version transmitted June 1, 2016

**Appendix A BEST Document**

# Lifetime Fitness - Program Outline

Teaching safety, skills, and physical & mental health at each grade

**Grades 9-12** (visible, predictable, alert, assertive, courteous)

Life Long Health      Causes of Crashes      Product Safety  
Public Transportation      Environmental      City Planning

**Grades 6-8** (visible, predictable, alert, assertive, courteous)

Pre-driving Skills (law, crash avoidance)      Strength Building  
Bike Clubs      Self-esteem      Team Work

**Grades 3-5** (visible, predictable, alert)

Bicycle Safety      On-bike Skills  
Hazard Avoidance      Independence

**Grades K-2** (visible, predictable)

Decision-making Skills      Pedestrian Safety  
Trail Use

## Rules of the Road

Be Alert

Assertive

Courteous

Predictable

Be Visible

***Delaware Standards for Physical Education*** Developed by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and adopted in 2014. “The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.” [www.shapeamerica.org/standards/pe](http://www.shapeamerica.org/standards/pe)

***Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
K-2: Decision-making skills	Red Light, Green Light Game; <a href="http://nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1*">nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1*</a>
K-2: Pedestrian Safety	Travel on right, traffic signs/signals; FL Pedestrian Law Enforcement Guide; CPSC-K1-Lesson 3*
K-2: Trail Use	Trail & sidewalk field trip; <a href="http://www.ncdot.gov/bikeped/safetyeducation/letsqonc/">http://www.ncdot.gov/bikeped/safetyeducation/letsqonc/</a>

***Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
K-2: Decision-making skills	When to walk, run; identify types of transportation as active-passive; <a href="http://nrsrcaa.org/humpal/docs/Out_of_the_Box_Training_Manual">nrsrcaa.org/humpal/docs/Out of the Box Training Manual</a>
K-2: Pedestrian Safety	<a href="http://www.pedbikeinfo.org/pedsaferjourney/">http://www.pedbikeinfo.org/pedsaferjourney/</a> , <a href="http://www.saferoutespa.org/walking-lesson-plans">http://www.saferoutespa.org/walking-lesson-plans</a>
K-2: Trail Use	Explain why (e.g. walk on right on trail/sidewalk, on left in road)

***Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
K-2: Decision-making skills	Daily Transportation Journal ( <a href="https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69">https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69</a> , Session 1**) )
K-2: Pedestrian Safety	<a href="http://www.saferoutespa.org/walking-lesson-plans">http://www.saferoutespa.org/walking-lesson-plans</a>
K-2: Trail Use	Log miles walked during recess (gradually increase weekly goal)

**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
K-2: Decision-making skills	What to wear, where to walk; ID examples as 'safe'-'unsafe'; <a href="http://nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1">nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1</a> , Lesson 4
K-2: Pedestrian Safety	<a href="http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum">http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum</a>
K-2: Trail Use	Share space with pedestrians & cyclists; trail & sidewalk field trip

**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
K-2: Decision-making skills	<a href="http://nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1">nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1</a>
K-2: Pedestrian Safety	<a href="http://nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1">nhtsa.gov/staticfiles/nti/pedestrian/pdf/CPSC-K1</a>
K-2: Trail Use – walk as transportation to friend’s house, store, etc.	Plan & take route as culminating activity for Pedestrian Safety (as a class)

Resources Include: LAB, [www.activetrans.org/education](http://www.activetrans.org/education), Bikeability, State of Delaware P.E. Standards, DelDOT Safe Routes to School, National Highway Traffic Safety Administration, Florida Pedestrian & Bicycle Law Enforcement Guides, Going From Here to There, WILMAPCO, No Impact Curriculum; <http://www.pedbikeinfo.org/data/library/details.cfm?id=62>

**Delaware Standards for Physical Education** Developed by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and adopted in 2014. “The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.” [www.shapeamerica.org/standards/pe](http://www.shapeamerica.org/standards/pe)

***Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	Follow: rules of the road, signaling, use of trails/sidewalks vs. road, control of bike
Gr. 3-5: On-bike Skills	Get on & off bike, pedal position, use brakes, start & stop, one-handed control
Gr. 3-5: Hazard Avoidance	Control direction/speed, avoid objects (rock dodge, quick turn/stop, weave)
Gr. 3-5: Independence	Walk and/or ride to school, friend’s house, playground

***Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	Safer Journey [Bicycle], US DOT CD-ROM ( <a href="http://www.pedbikeinfo.org/bicyclesaferjourney/index.html">http://www.pedbikeinfo.org/bicyclesaferjourney/index.html</a> ); <a href="http://www.ncdot.gov/bikeped/safetyeducation/letsqoncl/">http://www.ncdot.gov/bikeped/safetyeducation/letsqoncl/</a>
Gr. 3-5: On-bike Skills	Explain the why, when, how for each skill (e.g. stop, start, scan, signal, turn)
Gr. 3-5: Hazard Avoidance	Explain the why, when, how for each avoidance drill (e.g. quick stop, quick turn)
Gr. 3-5: Independence	Explain reasons for choices made in planned route, decision to walk or ride

***Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	Begin rides with ABC Quick Check (could introduce via video – e.g. <a href="https://www.youtube.com/watch?v=E2ZlgKHzjU">https://www.youtube.com/watch?v=E2ZlgKHzjU</a> ) ; Daily Transportation Journal**
Gr. 3-5: On-bike Skills	Regularly scheduled bicycle rodeos (use rubric); Join Mileage Club ( <a href="http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm">http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm</a> )
Gr. 3-5: Hazard Avoidance	Regular/monthly obstacle course (develop self and/or class improvement rubric)
Gr. 3-5: Independence	Daily Transportation Journal**

***Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	ABC Quick Check, helmet fit, what to wear; FL Bicycle Law Enforcement Guide
Gr. 3-5: On-bike Skills	Signal intentions to other road users
Gr. 3-5: Hazard Avoidance	Make bike go where want (avoid accidents)
Gr. 3-5: Independence	Create a game (Exit Task A, DE PE Standards – see below)

***Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	Critique ride using check list after cycling in pairs/groups
Gr. 3-5: On-bike Skills	Answer Question: Bike skills & being/staying fit (Exit Task B, DE PE Standards – see below)
Gr. 3-5: Hazard Avoidance	Critique ride using check list after cycling in pairs/groups
Gr. 3-5: Independence – use bike for transportation	preparing for a trip, cycling in pairs/groups

Resources Include: LAB, [www.activetrans.org/education](http://www.activetrans.org/education), Bikeability, State of Delaware P.E. Standards, DeIDOT Safe Routes to School, National Highway Traffic Safety Administration, Florida Pedestrian & Bicycle Law Enforcement Guides, Going From Here to There WILMAPCO, No Impact Curriculum; <http://www.pedbikeinfo.org/data/library/details.cfm?id=62>

## Stage 2: Assessment Evidence

## Performance tasks:

Exit Task A will meet this standard

## Exit Task A 3-5

You and a group of friends have been hired by Nike to develop a game for other elementary school students. This game must have rules and safety procedures and use

only two pieces of equipment. The game must require players to cooperate with each other for the game to be

successful. All group members must contribute to the design of the game.

Once you have designed your game, Nike wants you to

actually play the game with your class. Once you are done playing each group member must report back their

thoughts and feelings on how successful the game was in

meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner.

You may use the following questions to write your report:

1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?

2. Write about what made your game successful or not successful? How did you feel about the outcome?

3. Would you play this game again? Explain your reasons.

## Other evidence:

## Psychomotor:

- Performance of safe play during activities
- Playing with groups/peers cooperatively in activity
- Self call of rules/etiquette violation during game play

## Cognitive:

- Listing of rules
- Designing/participation in rules for game(s)
- Refereeing of games
- Written tests/rules
- Self assessments

## Affective:

- Journals
- Personal evaluations of peer interactions
- Teacher observation of responsible play

## Stage 2: Assessment Evidence

## Performance tasks:

Exit Task B will meet this standard

## Exit Task B 3-5

You want to apply to be a contestant on the TV show "Are you smarter than a 5<sup>th</sup> grader?" In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show! Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life? Create one example of a fitness plan that your friend could use to improve their fitness levels. Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received!!!!

## Other evidence:

## Psychomotor:

- Student performance of activities directly linked to the components of fitness
- Observation of students increasing activity levels to increase heart rate.

## Cognitive:

- Logs of heart rate
- Entrance/exit slips
- Development of appropriate web/printed resources for fitness activities
- Written tests/quizzes
- Poster connecting activities directly to health related components of fitness
- Development of personal fitness plan
- Goal setting activities

## Affective:

- Student Journals
- Logs of activity levels connected to student moods
- Reflection on participation in personal fitness plan

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**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 6-8: Pre-driving Skills	Rules of the road for bicycles (compare to car drivers); PA Bicycle Driver's Manual; bike maintenance
Gr. 6-8: Strength Building	Ride for 'x' distance/time, complete 'x' trips (friend's house, school, errands), weight training
Gr. 6-8: Bike Clubs	Plan & critique rides/riders using check list

**Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 6-8: Pre-driving Skills	Lane positioning; Intersection positioning; <a href="http://www.nhtsa.gov/Driving+Safety">http://www.nhtsa.gov/Driving+Safety</a>
Gr. 6-8: Strength Building	Skill demonstration; written response to questions; nutrition & activity (application)
Gr. 6-8: Bike Clubs	Club sponsor & members design activities to meet Standard 2

**Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 6-8: Pre-driving Skills	Chart daily use of bus/bike/path; join bike-walk challenge ( <a href="http://bikecommutechallenge.com">http://bikecommutechallenge.com</a> )
Gr. 6-8: Strength Building	Spinning classes; increase distance/speed over time (walk/run, bike); measure aerobic fitness, muscle strength/endurance, heart rate
Gr. 6-8: Bike Clubs	Take -monthly hiking/bicycle trips (park, restaurant, library); Develop fitness cycling plan as a club project (Exit Task B, DE PE Standard 3 – see below)

***Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 6-8: Pre-driving Skills	<a href="http://www.nhtsa.gov/Driving+Safety">http://www.nhtsa.gov/Driving+Safety</a> ; FL Pedestrian Law Enforcement Guide
Gr. 6-8: Strength Building	Re-design an existing sport or activity (Exit Task A, DE PE Standard 5 – see below)
Gr. 6-8: Bike Clubs	Partner with local bike shop, recreational riding/plan weekend trips

***Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 6-8: Pre-driving Skills	Analyze/Compare Bicycle/Motorist Manuals (as group); follow laws when riding
Gr. 6-8: Strength Building	Develop own fitness plan; include 5 components of fitness (Exit Task B, DE PE Standard 4 – see below)
Gr. 6-8: Bike Clubs	Join club, volunteer to organize/lead activity, plan weekend trips

Resources Include: LAB, [www.activetrans.org/education](http://www.activetrans.org/education), Bikeability, State of Delaware P.E. Standards, DelDOT Safe Routes to School, National Highway Traffic Safety Administration, Florida Pedestrian & Bicycle Law Enforcement Guides, Going From Here to There WILMAPCO, No Impact Curriculum; <http://www.pedbikeinfo.org/data/library/details.cfm?id=62>

## Stage 2: Assessment Evidence

## Performance tasks:

Exit Task B will meet this standard

## Exit Task B 6-8

Develop own fitness plan (5 health-related components of fitness)

You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the "Fitnessgram" physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal "Fitnessgram" test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

## Your plan should:

- Be a one week plan that could be repeated until a change is needed.
- Include at end a list of 4 possible ways you could change your program based on the FITT components.
- Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

## Other evidence:

## Psychomotor:

- Peer/self assessments (check sheets) of participation in daily activity
- Teacher observation of physical activity in and out of school
- Student performance of games/activities in and out of school
- Video Tapes of performance of games/activities in and out of school

## Cognitive:

- Quizzes/written tests
- Oral discussions
- Written reports
- Weekly physical activity logs

## Affective:

- Student Journals
- Student drawings
- Self-reflections on daily physical activity

Stage 2: Assessment Evidence

**Performance tasks:**  
 Exit Task A will meet this standard

**Exit Task A 6-8**  
 You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an existing sport or activity and re-design it to insure that it meets the needs of all the students in your class. Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.

- Other evidence:**
- Psychomotor:**
- Peer/self assessments (check sheets) of participation in daily activity
  - Teacher observation of physical activity in and out of school
  - Student performance of games/activities in and out of school
  - Video Tapes of performance of games/activities in and out of school
- Cognitive:**
- Quizzes/written tests
  - Oral discussions
  - Written reports
  - Weekly physical activity logs
- Affective:**
- Student Journals
  - Student drawings
  - Self-reflections on daily physical activity

## Stage 2: Assessment Evidence

## Performance tasks:

Exit Task B will meet this standard

## Exit Task B 6-8

Develop own fitness plan (5 health-related components of fitness)

You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the "Fitnessgram" physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal "Fitnessgram" test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- Be a one week plan that could be repeated until a change is needed.
- Include at end a list of 4 possible ways you could change your program based on the FITT components.
- Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

## Other evidence:

## Psychomotor:

- Participates in "Fitnessgram" testing
- Participation in a variety of activities
- Implementation of personal fitness plan
- Verification of participation in physical activity outside school setting

## Cognitive:

- Develop written personal fitness plan
- Goal setting
- Homework/worksheets
- Quizzes/written tests
- Calculations of target heart rate
- Poster linking physical activities with health related components of fitness
- Oral discussions of benefits of daily participation in physical activity
- Heart rate logs

## Affective:

- Journals
- Personal reflections on current health status
- Proof of positive interactions with peers during physical activity

**Delaware Standards for Physical Education** Developed by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and adopted in 2014. “The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.” [www.shapeamerica.org/standards/pe](http://www.shapeamerica.org/standards/pe)

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 9-12: Life Long Health	Log regular exercise [type, duration];
Gr. 9-12: Public Transportation-City Planning	Access/use transportation options (bus, train, path, sharrows/road)

**Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 9-12: Life Long Health	Movement-control-spatial awareness; nutrition & activity level; <a href="https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69">https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69</a> , Session 2
Gr. 9-12: Public Transportation-City Planning	Analyze active vs. passive transportation options; Heart Rate Project [at rest, post-exercise]; <a href="https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69">https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69</a> , Session 2

**Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 3-5: Bicycle Safety	Begin rides with ABC Quick Check; Daily Transportation Journal**
Gr. 3-5: On-bike Skills	Regularly scheduled bicycle rodeos (use rubric); Join Mileage Club ( <a href="http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm">http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm</a> )

**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 9-12: Life Long Health	Partner with local bike shop, recreational & competitive riding (e.g. time trials)
Gr. 9-12: Public Transportation-City Planning	<a href="http://noimpactproject.org/educators-middle-high-school-environment-curriculum-html/transportation-lesson-plan/">http://noimpactproject.org/educators-middle-high-school-environment-curriculum-html/transportation-lesson-plan/</a>

***Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***

Lifetime Fitness Program (developed by B.E.S.T.)	Example Activities and Resources
Gr. 9-12: Life Long Health	Join club, volunteer to organize/lead activity; grade level challenge (Mileage Club) <a href="http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm">http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm</a>
Gr. 9-12: Public Transportation-City Planning	Heart Rate Project [at rest, post-exercise]; <a href="https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69">https://wilmapco.securevdr.com/d/s9e88f5b68ec49b69</a> , Sessions 3 & 4

Resources Include: LAB, [www.activetrans.org/education](http://www.activetrans.org/education), Bikeability, State of Delaware P.E. Standards, DelDOT Safe Routes to School, National Highway Traffic Safety Administration, Florida Pedestrian & Bicycle Law Enforcement Guides, Going From Here to There, WILMAPCO, No Impact Curriculum; <http://www.pedbikeinfo.org/data/library/details.cfm?id=62>