

Gearing Up **1**

Go By Bike **2**

Signs, Signals, and Safety **3**

Bicycling Basics **4**

Bike Control **5**

Let's Go Biking!



Gearing Up



Time: 25-30 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through learners' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Instructors should use their discretion to break up material to accommodate their daily schedules. The Skill-Building Activity is an essential component to this curriculum, and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.

Lesson Objectives

The objectives of this introductory lesson are to teach children about bikes by teaching them vocabulary and to emphasize the need for helmets and visible clothing.

Emphasis is placed on how objects are made up of parts, specifically the wheel and its role in transportation and the movement of vehicles. Children are also taught the importance of wearing a helmet through an egg drop demonstration and the appropriate clothing to wear when riding bikes or scooters.

The children will be able to:

- Explain what a wheel is and identify items that have wheels.
- Identify basic parts of a bicycle.
- Explain why it is important to wear a properly fitted bicycle helmet and visible clothing each time they ride a bike.

Why This Lesson is Important

Knowing about wheels, parts and equipment gives kids the basic knowledge about how a bike operates and how to keep themselves safe. Suitable for this age group, an egg drop demonstration shows what can happen when bicyclists fall if their heads are not protected by bicycle helmets. The visual demonstration will illustrate why wearing a helmet is important enhance their understanding of this concept.

Applicable Standards of Learning



Essential Standards

<p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.P.1.2: Give examples of different ways objects and organisms move.</p> <p>K.PCH.2.2: Explain the benefits of wearing seat belts and bicycle helmets.</p> <p>K.MEH.1.3: Illustrate personal responsibility for actions and possessions.</p> <p>K.E.1.2: Summarize daily weather conditions noting changes that occur from day to day and throughout the year.</p> <p>K.TT.1.1: Use a variety of technology tools to gather data and information.</p>	<p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.PCH.3.1: Identify safety hazards and injury prevention strategies.</p> <p>1.TT.1.1: Use a variety of technology tools to gather data and information.</p>
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Common Core

<p>CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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Guidance

<p>RED.C.2.1: Identify situations from daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1: Illustrate personal responsibility in a variety of settings and situations.</p>
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Gearing Up

Grades

K-1

Lesson 1

Gearing Up

Materials

- Songs
- Label the Parts – Bicycle Diagram
- Two raw eggs
- Paper or plastic to cover the floor
- Container with Styrofoam sheets or Styrofoam peanuts
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Preparation

For the Activity at the end of the lesson, the instructor will need to gather materials and set up the egg drop demonstration area. Review the ***Let's Go Biking! Getting Started*** video which can be found in the "For Instructors" portion of the *Let's Go NC!* Interface.

Part 1 – Discussion and Demonstration

► **Time:** 10-15 minutes

1. **Wheels are Wonderful**
2. **Bicycles have Parts**
3. **Be Visible**
4. **Wear a Helmet**

Introduction

The instructor will...

- Discuss what wheels are and their relationship to different types of transportation.
- Explain that objects have parts that serve different functions.
- Explain and give a demonstration on why children should wear a bicycle helmet every time they ride bikes, scooters or tricycles.
- Discuss what kids should wear when riding a bike.

The wheel is a very significant invention that has made many types of transportation possible. Wagons, automobiles, trains, wheelchairs and even airplanes and jets have wheels. The wheel is vital for moving. A bicycle relies on wheels to move forward so that you can go places. Therefore, the wheel is one of the most important parts of the bicycle.

1. Wheels are Wonderful

How many wheels does a bike have? What other kinds of things have wheels?

Wheels are everywhere

*On a bike, on a bus, even on a chair!
There are many wheels we use to play,
And wheels we ride to school each day.*

Why do objects have wheels?

- *Wheels allow you to move things easily.*

Show a paper plate or a cardboard circle. Have children watch as you trace the outer edge with your finger.

Ask children, *does this have the same shape as a wheel? Is it round like a wheel?*

Turn the plate to show kids how the wheel on a bicycle moves.

Put some common items (marble, ball, ruler, eraser, coaster, jar lid, etc.) in a paper bag. Have children take turns reaching into the “mystery bag” and pulling out an item. Before they take the item out of the bag, have them tell whether it is ‘round’ or ‘not round.’ Then have children look at the item. Ask children to demonstrate how the round items can turn or roll like the wheel on a bicycle.

Ask children, *what would happen if a part of the bicycle was missing or broken?*

Having working equipment is important. It is always important to have an adult check your bicycle or scooter before you ride to make sure it is safe.

2. Bicycles have Parts

Everything has parts. Today we’re going to talk about the parts of a bicycle.

The instructor should provide children with **Label the Parts — Bicycle Diagram** and have children label the parts of the bike. If a bicycle is available, show children each of the parts on a real kid-sized bicycle.

Have children talk about the five different parts of the simplified bicycle and the purpose of each part.

3. Be Visible

The environment changes daily. During the night when it is dark, it is difficult to see other people outside. The weather changes all of the time. When it rains, it can also be difficult to see people outside. If you wear bright clothing, you will be easier for other people to see.

Read the children the following short passage and have them answer questions about the importance of being visible

It was a cold and windy fall day. Dark clouds moved across the sky. Rachel decided to ride her bicycle a short distance from her house to the school. She wore a grey jacket with blue jeans. It was windy so she pulled a black hat down over her ears. She rode down the driveway and started off to school.

- *What type of weather is happening on the day Rachel bikes to school?*
- *What did Rachel wear to school that day?*
- *Are the people driving cars likely to see Rachel? Why?*
- *What could Rachel wear so that she is more likely to be seen?*

It is always important to wear bright-colored clothing when you ride your bike. Kids in dark colors are hard to see when it’s cloudy or dark outside.

4. Wear a Helmet

Have children list all the people they can think of, past and present, who wear helmets to protect themselves from injury on their jobs or in an activity. Ask children to share their lists with the class. Have children discuss why so many people wear helmets.

Possible answers: knights, police, soldiers, motorcyclists, construction workers, miners, baseball players, football players, hockey players, race-car drivers, astronauts, airplane pilots, sky divers, deep-sea divers, firefighters, dirt-bike racers, gladiators.

Ask children to name reasons that people wear a helmet. Answers should include a conjunction word such as 'because' or 'so.' For example, a child might say, "A football player wears a helmet so his head does not get injured." or "A motorcycle rider wears a helmet because it would protect his head if he fell or had a crash with a car."

What do all of these activities have in common?

Ask children to raise their hands if they have a bike helmet. Engage children by asking:

- *Who wears a helmet? Always? Sometimes?*
- *Who has fallen off their bike or knows someone who has fallen off a bike?*
- *Who knows someone who has hit their head?*

Many bicycle injuries are due to falls. Both children and adults of any age can fall off their bicycles. You never know when a crash might happen, and that's why it is important to always wear a helmet when riding.

Ask children: *What are some things that could cause you to fall or crash if you are riding your bike?*

- *Learning to ride for the first time/getting used to riding a bicycle*
- *Riding over road hazards (debris, gravel, wet leaves or sand) or damaged sidewalks.*
- *Riding a bike that's too big*
- *Bicycle parts not working properly*
- *Unsafe riding behavior (carrying bags or a friend on the handlebars)*
- *Failing to look for cars at driveways or streets*
- *Not paying attention*

There is a long list of reasons why it is important to always wear a helmet! The activity that goes along with this lesson will show you why wearing a helmet is important.

Part 2 - Activity



► **Time:** 15 minutes

Egg Drop Demonstration

Set up the demonstration area in advance. The first drop will utilize a box with Styrofoam pieces in it or a box with at least 6" of soft material in it. The second drop requires a hard surface such as a brick or rock that children can associate with a real life scenario.

Prepare the eggs

Have the class name 4 eggs.

Hold up one egg and explain that the egg is delicate like our own heads and brains.

I'm going to show you what can happen to a head and brain when a crash occurs. The egg represents the human head: the shell is fragile like your head and the inside of the egg represents your brain. If your head hits a hard surface it can crack and the brain can be injured.

Draw a face and hair on each egg with a marker and introduce them to the class.

Place each egg in a sealable plastic sandwich bag.

Involve the children

Ask for two child volunteers to help with the demonstration.

First Drop: Ask the first volunteer child to hold an egg and drop (not throw) it into a box full of Styrofoam pieces from a height of at least four feet. (Six inches of soft material can also be placed inside a bucket or box.) The egg should not break.

A helmet is represented by the soft material. The soft material pads the egg when it is dropped. A bicycle helmet can protect the head just like the soft material protects the egg.

Second Drop: Set up a brick, rock, or other hard surface in the middle of the demonstration area. Ask children to guess at which height the egg will break. Let the second volunteer child drop an egg sealed in a plastic bag from 3 distances that the children suggest. (The egg will most likely break when dropped from a distance of 6" and crack when dropped from a distance of 2-3").

Discuss Outcome

The soft material represents the kind of protection that a bicycle helmet provides when there is a crash. The hard surface represents a place where you might fall, like a sidewalk.

Show the class a bicycle helmet. Explain that it is constructed with an inside liner of a crushable material like Styrofoam. It protects your head in the same way as it protected the egg when it fell.

Bicycle helmets can help prevent serious head injuries that can permanently damage your brain or kill you. They do this by absorbing most of the blow of a fall or crash. If a helmet doesn't fit snugly, it might not protect your head. Every person riding a bicycle, tricycle or scooter should wear a helmet every time they ride.

Review (optional)

► Time: 5 minutes

The instructor will...

- Review the parts of the bicycle and discuss the importance of wheels in transportation.
- Review why it is important to wear bright-colored clothing and wear a helmet while riding a bike.

Let's review all that we have learned today.

First, we learned some important new words. A bike is an object that is made of different parts. A bicycle has a frame, seat, pedals, handlebars and wheels. Each of the parts is important to how the bicycle functions. Wheels, which are round, are common to many types of transportation.

We also learned that if you wear visible clothing and bright colors, cars are more likely to see you. In addition to bright clothing, you should always wear a helmet. Your head is fragile like the shell of an egg. The helmet, when it fits your head properly, will protect your head against injuries if you fall just like the foam protected the egg from breaking.





Suggestions for a Balanced Curriculum

Grades
K-1
Lesson 1

Gearing Up

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or they may be assigned as homework opportunities.

Healthful Living

Have children look up important facts about helmets. Talk about websites where children can find accurate information. Have children report what they find using online tools (e-books, web searches). Here are some examples:

1. The helmet is the most important piece of safety equipment a bicyclist has, other than common sense. Eight out of every ten deaths involving a bicyclist are the result of head injuries. Wear a helmet!
2. Because helmets are worn to protect the forehead and top of the head – where falling riders are most likely to hit the ground – helmets must fit the head snugly and not move around. Straps should be adjusted to hold the helmet squarely on the head. Straps that come from the temple should be adjusted to hold the helmet down on the forehead.
3. Everyone under age 16 who rides a bike, regardless of age, needs to wear a bike helmet approved by the Consumer Product Safety Commissions (CPSC). North Carolina state law makes parents responsible for children wearing bike helmets, and parents of any child not wearing a helmet can be fined \$10.

Kid-Oriented On-line Resource Examples:

www.mcgruff.org • Advice – Riding Right

www.bam.gov • Physical Activity – Activity Cards

www.kidshealth.org • Playing it Safe – Outdoors and on the Road

Arts Education

Children can color the ***Decorate the Helmet Worksheet*** in the materials section of the lesson. Have children take home the decorated helmet page, which has tips for parents on how to properly fit a bicycle helmet on their child.

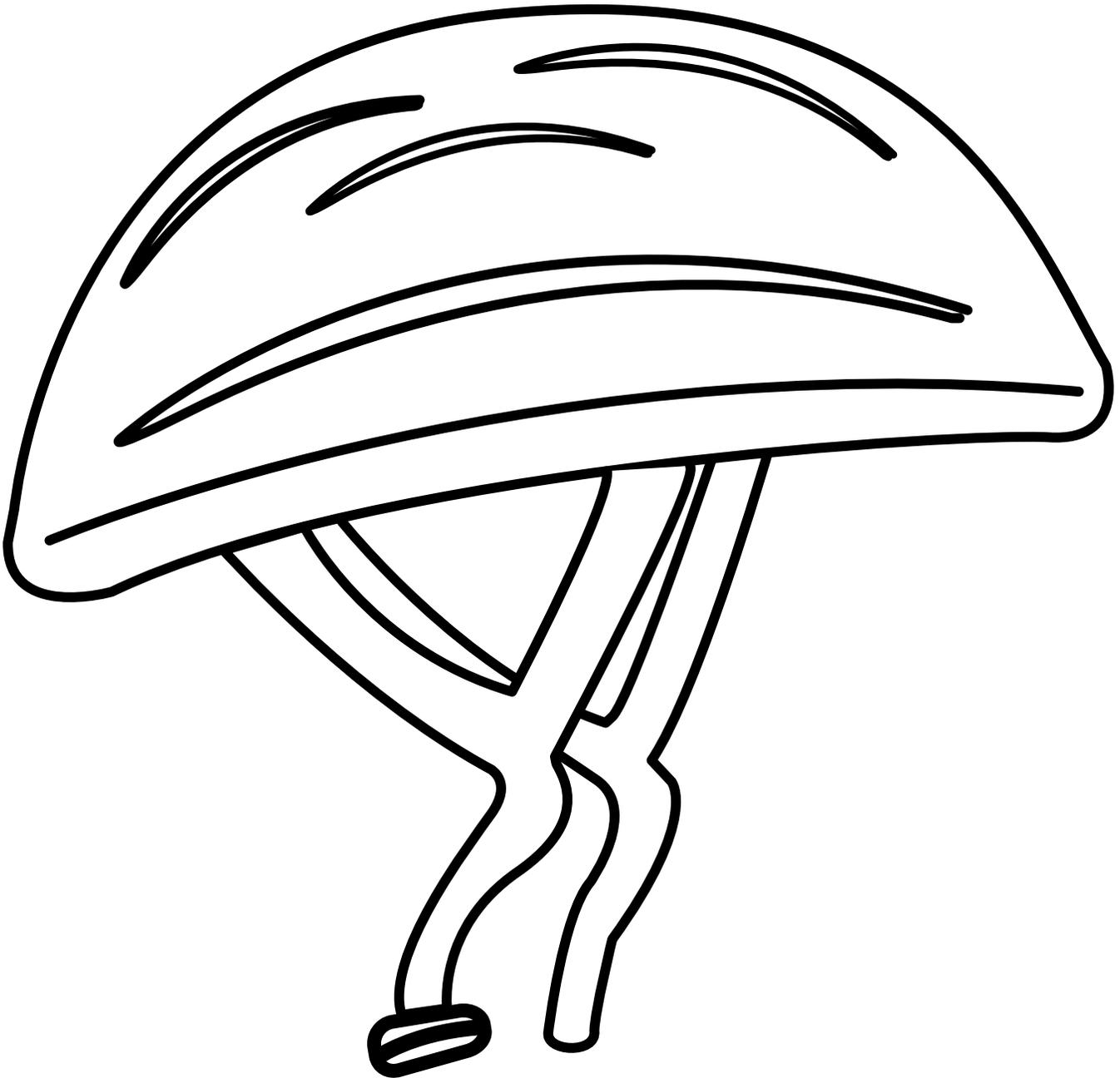
Let's Go Biking!



Name _____

Decorate the Helmet

Use crayons, glitter and stickers to decorate this helmet:



Remember, you should **ALWAYS** wear a helmet when you ride a bike!

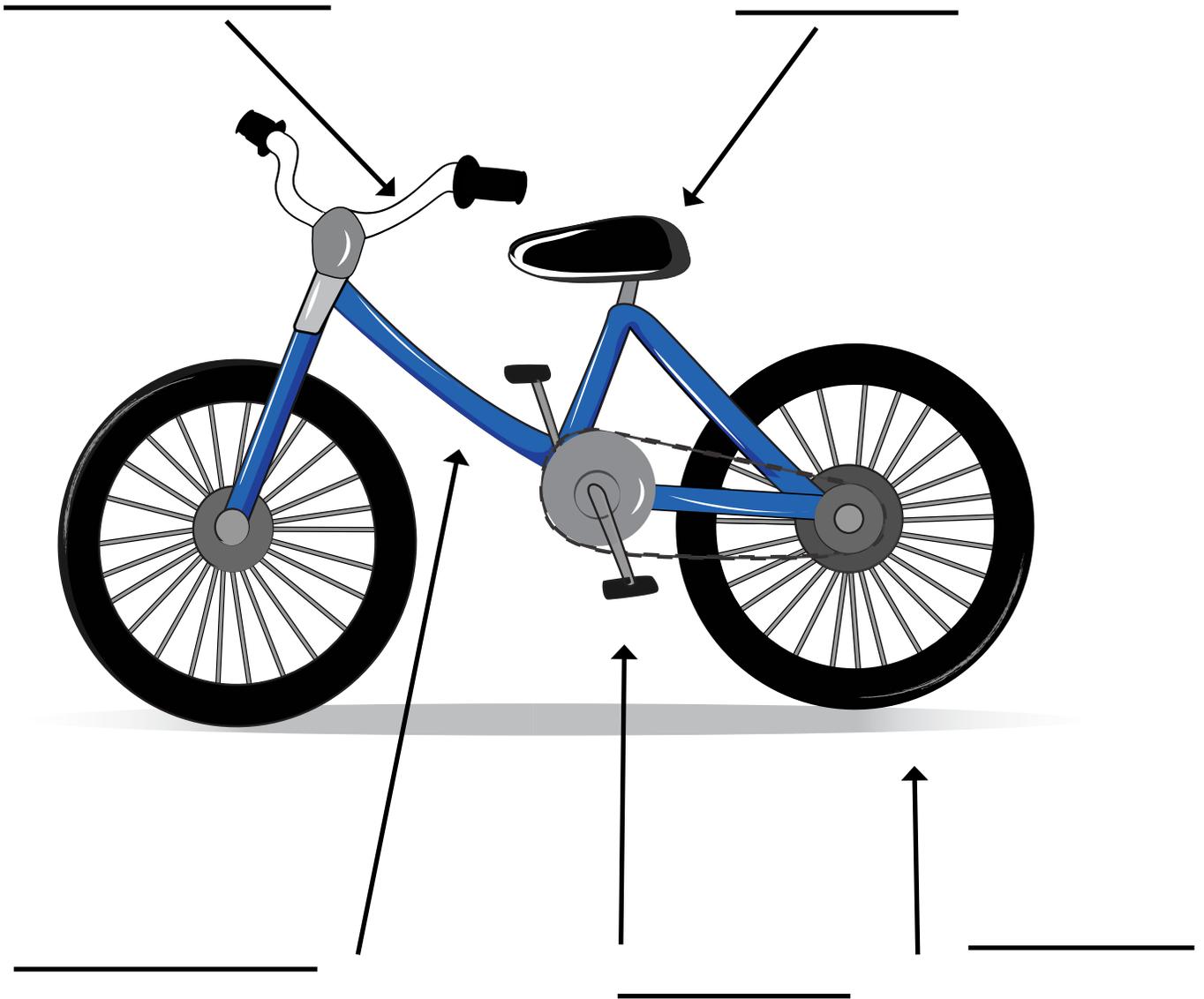
Let's Go Biking!



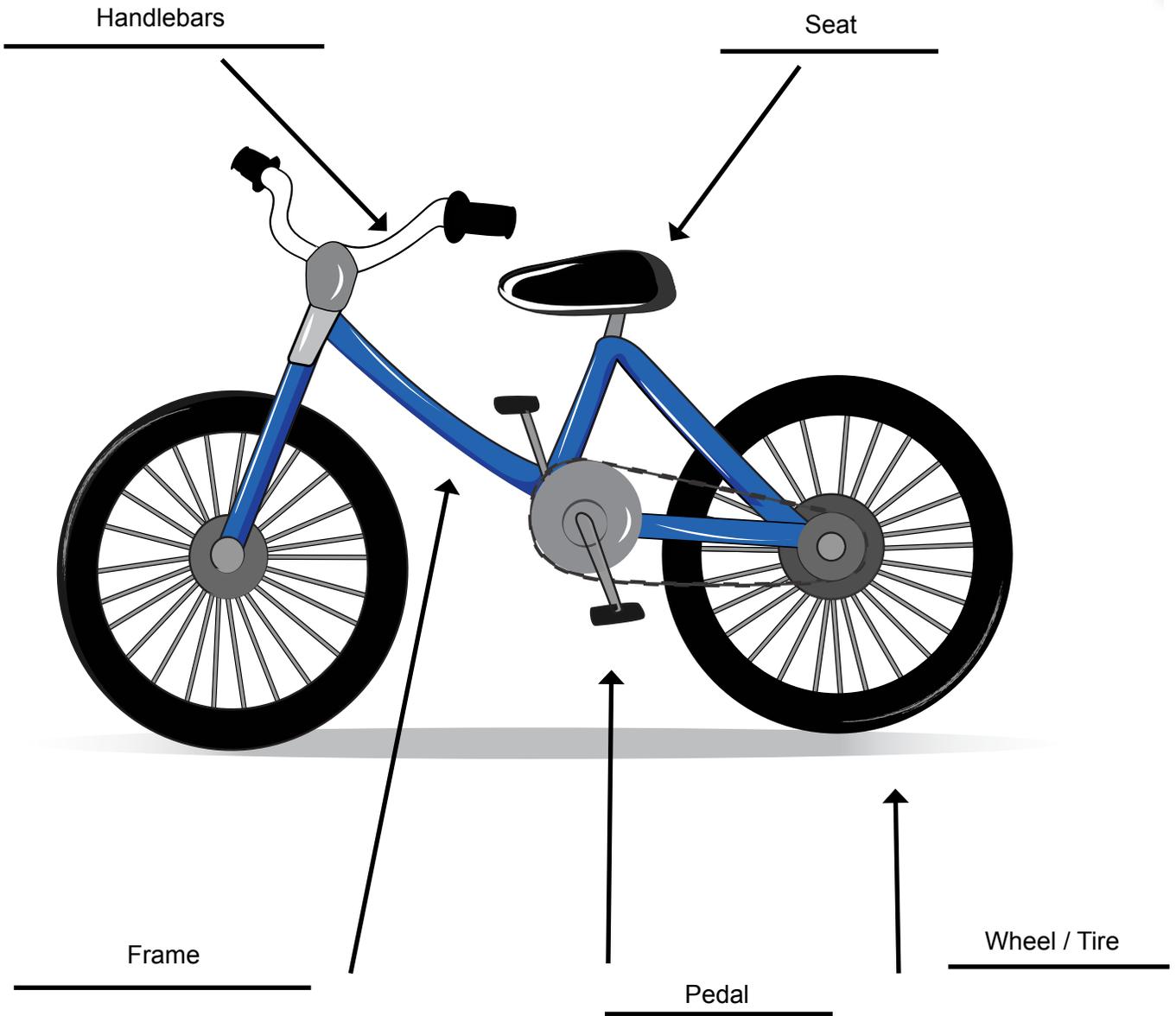
Name _____

Label the Parts – Bicycle Diagram

Frame	Pedal	Seat
Wheel / Tire	Handlebars	



Label the Parts – Bicycle Diagram KEY



Songs

“Parts of the Bike” Song

Sung to the Tune of “Wheels on the Bus”

*The wheels on the bike go round and round, Round and round. Round and round.
The wheels on the bike go round and round, All through the town.*

*The pedals on the bike make it go, go, go, Go, go, go. Go, go, go.
The pedals on the bike make it go, go, go. All through the town.*

*The brakes on the bike help you stop, stop, stop. Stop, stop, stop.
The brakes on the bike help you stop, stop, stop. All through the town.*

*The bars on the bike steer side to side. Side to side. Side to side.
The bars on the bike steer side to side. All through the town.*

*The wheels on the bike go round and round. Round and round. Round and round.
The wheels on the bike go round and round, All through the town.*

Let’s Go Biking! Safety Song

Sung to the Tune of “Wheels on the Bus”

*Kids on the go always get permission. Get permission. Get permission.
Kids on the go always get permission, when they ride their bikes.*

*Kids on the go wear safety gear. Safety gear. Safety gear.
Kids on their bikes wear safety gear, when they ride their bikes.*

*Kids on the go tie their laces. Tie their laces. Tie their laces.
Kids on the go tie their laces, when they ride their bikes.*

*Kids on the go look out for cars. Look out for cars. Look out for cars.
Kids on the go look out for cars, when they ride their bikes.*

*Kids on the go look both ways. Look both ways. Look both ways.
Kids on the go look both ways, when they ride their bikes.*



Parent/Caregiver Tip Sheet

Gearing Up

This week in school your child geared up to learn about bicycling:

1. **WHEELS** are essential to many modes of transportation. They allow objects to move easily.
2. **OBJECTS** are made up of many **PARTS**. Bicycles have a frame, wheels, a seat, pedals and handlebars.
3. It is always important to **BE VISIBLE** when you are riding a bike. The environment changes daily and so does the weather. **DARK** or **RAIN** can affect someone's ability to see you.
4. **ALWAYS WEAR A HELMET** when you ride your bike. There is always the possibility that you may fall somewhere hard, such as a sidewalk. You need to protect your head! Remember what happened to the egg!

Fitting a bicycle helmet correctly:

- The helmet should sit level on your head; wear it low on your forehead, two fingers above the eyebrows.
- Adjust the plastic slider on both straps to form a "V" shape under your ears.
- Tighten the chin strap and adjust the pads inside so the helmet doesn't move.
- The helmet should fit snugly and must always be buckled—EACH time you ride.

Did you know?

Parents can play a vital role in encouraging children's healthy, active lifestyles by being a good role model. Parents who wear helmets to protect their heads every time they ride bicycles (or engage in other activities that need protective head equipment) are more likely to pass on those good habits to their children.

Children in kindergarten and first grade:

- Can begin to adopt and maintain a physically active lifestyle.
- Are collecting information about objects and events in their environment.
- Enjoy testing muscle strength and developing balance.
- Should wear a helmet every time they ride. It's the law in NC!

PRACTICE AT HOME!

Gearing Up

Bicycles are a source of enjoyment and entertainment for children; bikes also provide them with mobility, a way to visit friends and explore their surroundings. However, a crash that results in a serious brain injury can greatly reduce a child's ability to grow up to be healthy and productive. Children and adolescents' most common complaints are that helmets are not fashionable or "cool," their friends don't wear them or they are uncomfortable and too hot.

One of the first steps in teaching children about bicycle safety is to "practice what we preach." To better ensure that children understand bicycle safety and engage in good behaviors, you need to be a good role model. When cycling, always wear a helmet and follow the rules of the road. If your child is reluctant to wear a helmet, help them personalize it with cool stickers.

Ask your child, why do people wear a helmet?

- People wear a helmet to protect their head in case they fall down while riding their bikes.

Ask your child, what part of the head is protected when you wear a helmet?

- It helps to protect your brain.

Today at school your child saw a demonstration with an egg to emphasize the importance of wearing a helmet. **Ask your child, what object is fragile like your head?**

- An egg is fragile like my head.

Teach your child to investigate and explore common objects like a bicycle to identify their parts, learn vocabulary and make connections with the real world. Use descriptive words to help them understand how different parts move. This will make it easier for them to comprehend systems and how things work.

Have your child find toys or things around the house that need several parts to work. Use a bicycle if you have one. Have them identify the frame, wheels, a seat, pedals and handlebars. Ask your child, what would happen if the wheels on their bike were missing?



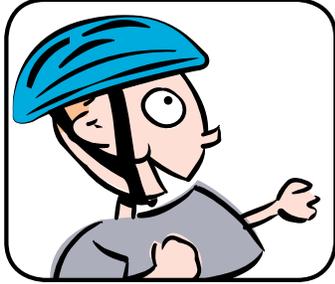
Let's Go Biking!



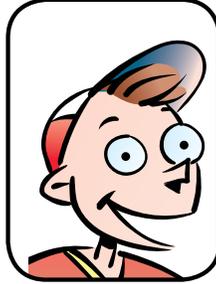
Name _____

Child Assessment

1. Mark the bubble under the picture that shows a child wearing a helmet.



A

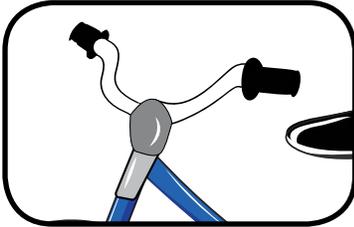


B

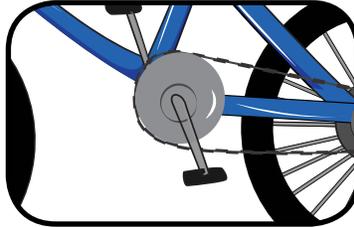


C

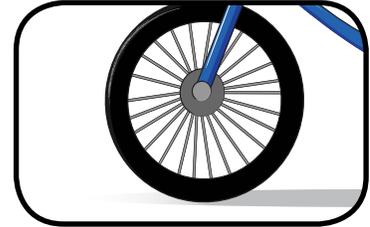
2. Mark the bubble under the picture that shows a bicycle wheel.



A



B



C

3. Mark the bubble under the picture that shows a bicyclist riding safely.



A



B

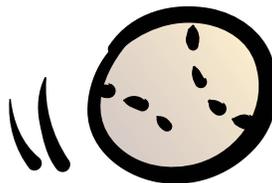


C

4. Mark the bubble under the picture that shows an object that is fragile like your head.



A



B



C

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Mark the bubble under the picture that shows a child wearing a helmet.
2. Mark the bubble under the picture that shows a bicycle wheel.
3. Mark the bubble under the picture that shows a bicyclist riding safely.
4. Mark the bubble under the picture that shows an object that is fragile like your head.

Answers:

1. A
2. C
3. C
4. A



Go By Bike



Time: 25-30 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through learners' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Instructors should use their discretion to break up material to accommodate their daily schedules. The Skill-Building Activity is an essential component to this curriculum, and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.

Lesson Objectives

The objective of this introductory lesson is to teach children the basic concepts of what a bicycle is and how it used. Bicycling is a skill that can help children maintain a healthy lifestyle into adulthood. It is important to emphasize that children should never bike near traffic and that they are learning the skills to one day become independent riders.

The children will be able to:

- Explain where and why people bike places.
- Identify where bikes belong.
- Define and use appropriate bike safety vocabulary and recognize types of bikes.

Why This Lesson is Important

Bicycling is an important skill for children to learn because it will give them the ability to choose healthy, active transportation options into adulthood. Being a smart bicyclist is an important step in the evolution of independence and autonomy, especially through developed decision-making skills. Getting kids into the habit of cycling early on encourages physical fitness, awareness of their surroundings and an understanding of their environment that they experience while riding in a car. This lesson covers why people choose to bicycle as a part of a healthy lifestyle, where bikes belong, and places people bike.

Essential Standards

<p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills.</p> <p>K.PCH.2.3: Identify how to get help in an emergency.</p> <p>K.NPA.1.2: Recall foods and beverages beneficial to teeth and bones.</p>	<p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.1.MC.2.4: Illustrate activities that increase heart rate and make muscles strong.</p> <p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out-of-school hours.</p> <p>1.NPA.2.2 : Select healthy alternatives to foods and beverages that are high in sugar.</p>
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Common Core

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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p>

Materials

- Activity props: 3 Vests and 3 Hula Hoops
- Vocabulary Cards
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Vocabulary

(See word list and definitions at the end of this lesson)

- Bicycle
- Cyclist
- Sidewalk
- Greenway

Preparation

The instructor may need to gather materials and set up the area for the *Community Helpers Activity* in advance.

Part 1 – Discussion and Demonstration

► **Time:** 10-15 minutes

1. Why People Ride
2. Places to Ride
3. Where Bikes Belong
4. Healthy for Life

Introduction

The instructor will...

- Discuss what a bike is and why we bike places.
- Discuss where bikes belong.
- Define “bike” and “cyclist.”
- Discuss the health benefits of riding a bike.

Today, we are going to begin a new unit of study. For the next several days, we are going to talk about health and safety on a bike.

Raise your hand if you have a bicycle or know someone who has a bicycle.

Great! It looks like everyone in this class has seen a bike before. A bicycle by itself is just a machine. By itself it doesn't do anything at all. Once you hop on, it becomes a way to get from one place to another!

[Instructor displays "bicycle" vocabulary card with word and appropriate picture.]

A bicycle is also called a bike.

A "cyclist" is someone who rides a bicycle.

[Instructor displays "cyclist" vocabulary card]

1. Why People Ride

Cycling is a great way to get places that are too far to walk to, but that are close enough to get there quickly by bike. Let's review why people ride bikes.

- First, it is good for you (exercise).
- It's good for the environment (no air pollution).
- It's good for your neighborhood (less traffic).
- It's not expensive.
- It's a great activity to do outdoors.
- When you're older, you can get around on your bike on your own.
- And last, but not least, it's fun!

Cycling is good for many reasons, and it's a great way to include physical activity in your daily life. As we bike for exercise or to go somewhere, we need to be sure we are safe. We are not the only people trying to get around. Cars, buses, trucks and other vehicles also have to get places, too.

Cycling is good for the environment because it does not cause pollution. Cars and trucks cause huge amounts of pollution. When you ride a bike instead of going in a car, you do not pollute the air. Smog, a mixture of smoke, gases and moisture, can also form in highly polluted areas, leaving a thick, fog so it's hard to see the sun.

2. Places to Ride

If a distance is short, walking is very quick and easy for most people. Bikes are good for traveling distances that are too far to walk in a small amount of time. Once a distance is too great, buses and cars may be better options. Since kids can't drive cars, walking and cycling are good skills to practice for when you get older.

Raise your hand if you have ever biked somewhere.

Great, it looks like many of you have ridden a bike. At your age it is important to only ride a bike with adult supervision.

Let's talk about places that we can bike. Can you think of some places that you can bike to?

- Grocery store
- Neighborhood park
- Soccer/baseball game
- Library
- Friend's house
- School!

Great! These are all good examples of places we can bike to if they are not far from our homes.

3. Where Bikes Belong

Now that we've talked about what a bike is, why people bike and places that we can bike to, we're going to talk about where bikes belong. You will often notice that children ride their bikes on the sidewalk while adults ride their bikes in the road.

[Instructor shows "sidewalk" vocabulary card]

Sidewalks are for people who walk places. Kids who are still learning to ride their bikes may ride on a sidewalk until they are older. It is always important to watch for people who are walking and pass them safely.

There are other places that may be OK for kids to learn how to ride. One place that you might go to is a "greenway" or a path where cars are not allowed.

[Instructor shows "greenway" vocabulary card and describes a nearby greenway/shared path if applicable]

Riding on a greenway is a great way to experience nature.

Because you are still learning to ride a bike, you should ride on a sidewalk or a safe area such as a path. You should always ride with an adult.

4. Healthy for Life

Maintaining your health is one of the best reasons to ride a bike. If you ride to places that you need to go, you can get exercise every day. Let's talk about some reasons that cycling is a good choice for a healthy activity.

- *It makes your body stronger: Cycling can strengthen your muscles because you are using them when you pedal yourself forward to go places, especially your legs. It also improves muscle coordination.*
- *It is good for your heart and lungs: Cycling makes the heart work harder for a while, improving your physical fitness.*
- *It helps you stay in a good mood: Cycling for exercise can raise self-esteem and improve your mood.*
- *It is a fun activity: Cycling can be done with friends or with family. It's a good social activity.*
- *You can do it while you're going places: Kids who ride their bikes to school are more likely to be fit than those who ride in cars or buses.*

Kids are much healthier and happier when they have activity in their day!

Part 2 – Activity



► Time: 10 minutes

Community Helpers

Knowing who to talk to is an important part of community safety. This is a critical component to physical activity because when children are out being healthy and active, they need to understand their own personal safety, stranger awareness, and where they can go for help.

Talk to children about what a **community** is. Describe several community helpers, and talk about why they are important. Explain that there are many helpers in the community that are OK to talk to, but they should stay away from strangers. At the end, have children engage in the activity that helps them understand what community helpers are. There is a sample script provided to help you with talking to children about community helpers:

When you're out walking or wheeling in the neighborhood, walking to the bus stop or riding a bike you may encounter many people. If there is an issue or emergency it is important to know who is safe to talk to (community helpers) and who is not safe to talk to (strangers). In order for you to understand what community helpers are, you need to understand "community."

A community is made up of different groups of people who live and work together. The community has a specific location (it is in one place), it has rules and laws that people must follow, and the people work together to solve their problems. The very smallest unit which could be called a community is your family, then comes your neighborhood, and finally the town or city that you live in. So what is a community helper?

A community helper is anyone in the community who helps others by providing a service of some kind. What community helpers can you think of in your neighborhood?

Instructors, police officers, firemen, crossing guards, school bus drivers, and ambulance driver are all community helpers. You may encounter these people while you are outside, and if you are in trouble, it is OK to ask them for help. Never talk to strangers while walking home or riding your bicycle.

Equipment

- 3 vests and associated props
- 3 hula hoops

Choose 3 taggers and 3 community helpers. Have the helpers put on the vests to identify themselves as a school bus driver, a crossing guard or a policeman. Use additional props such as a steering wheel, reflective stripe or whistle to create the appropriate uniform for each helper. Place the 3 hula hoops around the perimeter of the activity space and have one helper stand in each hula hoop. Tell children to spread out around the activity space. Designate a location as "home" and a location as "school." Have children try to make it "home" without being tagged, but if they are tagged, they must run to the nearest helper, "high five" that helper and trade places. Once all the children are "home," have the children try to make it back to "school."

In the following activity, you are going to pretend to be going home from school. If you are tagged by one of the 3 taggers along the way, you need to run to the nearest helper, like a policeman, a school bus driver or a crossing guard. When you get to the helper, give the helper a high five, and then trade places. You get to be the new helper in the hula hoop.

Review (optional)

► Time: 5 minutes

The instructor will...

- Review the reasons why people bike

Let's review all that we have learned today.

First, we learned some important new words. A bike is a machine that takes people to places they want to go. A cyclist is a person who rides a bike and makes it go.

Finally, we learned some information about cycling.

1. *People bike for lots of different reasons including health, fitness, to get places and for fun.*
2. *Cycling is often a good way to travel to places when distances are too long to walk.*
3. *When kids are young and learning how to bike, they can bike on the sidewalk. When kids are older and have better skills, they can bike in the road with permission from their parents.*
4. *Cycling is a great way to include a healthy activity in your day. Having healthy activities makes kids happy!*
5. *Community Helpers are people in your community who provide a service of some kind. They are different than strangers. Although there are many types of helpers, some examples are police officers, school bus drivers and crossing guards. You can go to them if you ever need help.*





Suggestions for a Balanced Curriculum

Grades
K-1
Lesson 2

Go By Bike

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.

Healthful Living

Play a game of “Couch Potato”

In this game, children learn healthy modes of transportation while performing a range of motions that demonstrate those modes. They also learn about healthy foods and the importance of staying physically active.

Ask your children, “What is a couch potato?”

You will receive answers that reference laziness, junk food, unhealthy person, watches TV all day, etc. Introduce the concept of being healthy and ask, “How can we keep from being couch potatoes?” Answers will include getting exercise, movement and eating healthy foods.

Organize a large area for kids to play the game and designate a playing area. Participants must stay inside the playing area. Use cones or a mat to represent a “couch” where the couch potatoes go and another area in the room representing the refrigerator, where “healthy foods” can be placed. Take time to discuss the healthy foods options (i.e. point out which foods are low in sugar, full of nutrients, and those that are beneficial to teeth and bones).

The number of kids who are “it” will depend on your class size. Generally, you will choose four to six kids to be “it.” Identify them by giving them a fake “remote control.”

There are three roles: Using various movements and locomotor skills that represent healthy active modes of **“transportation”** (walking, cycling, running, skipping, jumping, galloping), have children travel around the playing area. If child is tagged by the **“remote control,”** he/she must move to the couch to be a **“couch potato.”**

To re-enter the game, another child (helper) must grab a “healthy food,” call out why it is healthy, and bring it to the couch potato. The child must yell, “get off the couch and ____!,” inserting a healthy active mode of transportation (walk, run, bike, skip, jump, gallop, etc.) The child who was the couch potato must mimic the movement to prove that he/she is not a couch potato. The helper will give the child trying to re-enter the game the “healthy food,” and that old couch potato must return it to the refrigerator to get back into the game.

Debrief at the end of the game.

Ask children:

- *How can you keep from being a couch potato?*
- *What kinds of movements represent active healthy ways you can get around?*
- *What types of foods are healthy foods? Why?*

Language Arts



It's important for families and individuals to choose exercise activities that are right for them and to learn how to spend quality time doing physical activities as a family. Read aloud the story "*My Dad Rides a Bike in His Bedroom*," which discusses how Kevin and his family incorporate exercise into their daily lives. Alternatively, have volunteers read sections of the story.

The story is available through Walk Across Texas! Instructor Lesson Plans (TEKS) in Health Education: <http://walkacrosstexas.tamu.edu/tools-and-resources/instructor-lesson-plans.php>

Have children answer questions about the story:

Everyone in Kevin's family has several activities that they do for exercise. The things that they do for exercise differ from each other.

- *How does Kevin get his exercise?*
- *How does Kevin's dad get exercise?*
- *How does Kevin's mom get her exercise?*

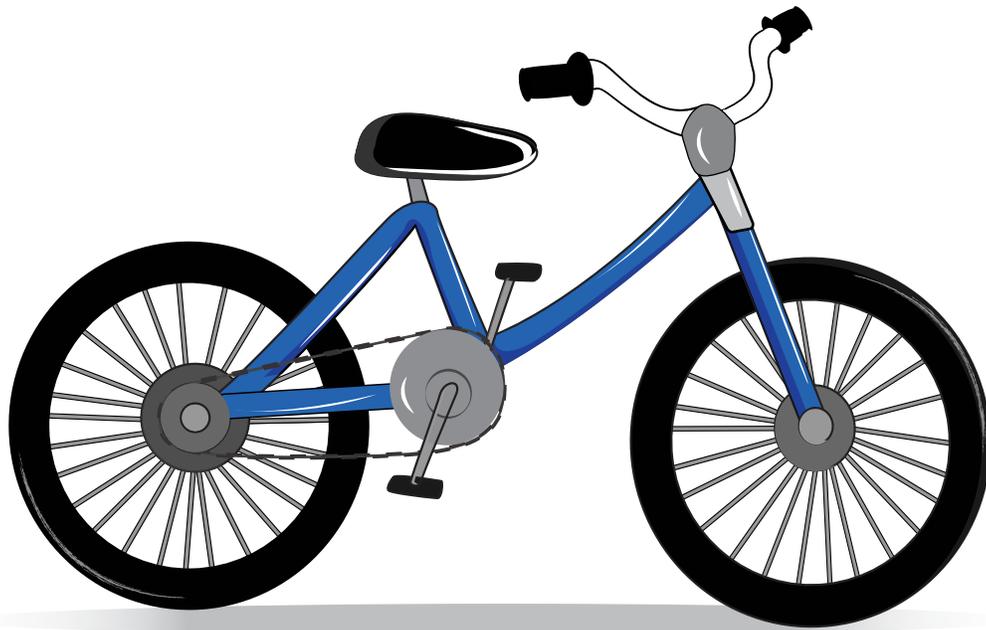
Kevin and his dad both ride bikes, but their bikes are for different purposes.

- *What are the differences between Kevin's bike and his dad's bike?*
- *Why does Kevin ride his bike?*
- *Why does Kevin's dad ride his bike?*

What lesson do Kevin's parents learn about exercise from Kevin?

By the end of the story, what changes does Kevin's family make to their exercise routines?

Vocabulary Card



Bicycle

A vehicle with two wheels behind one another having handlebars, a seat, and pedals.

Vocabulary Card



Cyclist

A person who rides a bicycle.

Vocabulary Card



Sidewalk

A paved path along the side of street for people to walk on.

Vocabulary Card



Greenway

A path that is used for walking or riding. Cars and other vehicles with motors are not allowed on a greenway.



Go By Bike

This week in school your child learned...

Riding a bike is a healthy, active exercise option.

1. BIKES are machines that help you travel.
2. CYCLING is a good way to travel short distances that are too far to walk.
3. SIDEWALKS and GREENWAYS are safe places for kids when they are learning the skills to ride a bike.
4. ALWAYS BIKE WITH AN ADULT. Older siblings may also be acceptable supervisors, but only if they are responsible and have permission from a parent.
5. Cycling is a good way to INCLUDE PHYSICAL ACTIVITY in daily life. Families can bike together.
6. BALANCE and STRENGTH are important to learning how to ride a bike.



Remember:

Although kids may not yet have the skills to ride a bike, they can begin to develop balance and strength. This will make it easier for them to ride a bike when they are ready to learn. They can also start to understand the importance of incorporating healthy activities such as walking and cycling into their daily life. Help them learn safe and healthy behaviors by practicing the skills needed to ride a bike.

Did you know?

Parents can play a vital role in encouraging children's healthy, active lifestyles. Parents who incorporate physical activities in their own lives are more likely to pass on good habits to their children.

Children in kindergarten and first grade:

- Are developing and increasing small muscle motor skills.
- Enjoy testing muscle strength and developing balance.
- Have difficulty staying focused on one task.
- Can begin to adopt and maintain a physically active lifestyle.

PRACTICE AT HOME!

Go By Bike

Children ages 5-6 do not yet have the refined motor skills needed to ride a bike safely, but they are capable of learning body coordination skills for riding a bike. Their ability to balance is still in the developmental process. Teaching a child to enjoy activities that they can incorporate into their daily life may help them avoid being one of the more than 30 percent of American children who struggle with obesity. At this age, children usually ride bikes for recreation, and as they become more proficient, they may use bicycles for transportation.

Ask your child to tell you different reasons that people ride bikes.

- People bike for lots of different reasons including health, fitness, to get places and for fun.

Talk to your child about a place that is nearby that is within walking distance of your home and ask them to try to name a place that is within cycling distance of your home. Brainstorm a list of places that are nearby that you can walk and bike to. These are places you could visit together in a healthy way.

Ask your child where it is safe to ride a bike. Ask them when it is safe for them to ride in the roadway.

- When kids are young and learning how to bike, it is OK to bike on the sidewalk. If you have a greenway in your area, that is another place that is safe to ride. When kids are older and have developed better skills, they can bike in the road with permission from parents.

Ask your child to list several activities they can incorporate into their day that will keep them healthy and active.

Talk to your child about “Community Helpers,” who your child can approach with confidence if they need help. Have them name common helpers that you find in your community.

- Police officers, crossing guards and school bus drivers are there to help you if you need it.

Make time for fun physical activities with your children that will keep them healthy and active into adulthood. Taking them along in a bike seat, bike trailer, or a trail-a-long is a great way to introduce them to bicycling!



Let's Go Biking!



Name _____

Child Assessment

1. Mark the bubble under the picture that shows a "cyclist."



A

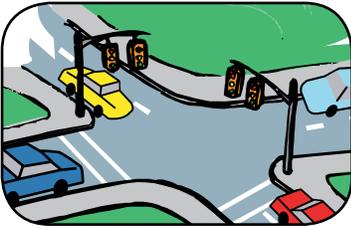


B

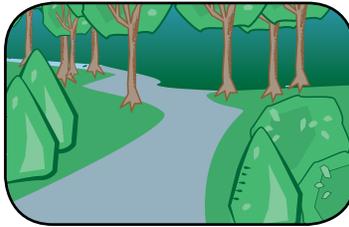


C

2. Mark the bubble under the picture that shows a safe place for kids to learn how to bike.



A



B



C

3. Mark the bubble under the picture that shows a "community helper."



A



B



C

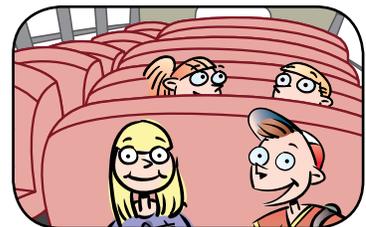
4. Mark the bubble under the picture that best shows a healthy, active kid.



A



B



C

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Mark the bubble under the picture that shows a “cyclist.”
2. Mark the bubble under the picture that shows a safe place for kids to learn how to bike.
3. Mark the bubble under the picture that shows a “community helper.”
4. Mark the bubble under the picture that best shows a healthy, active kid.

Answers:

1. C
2. B
3. A
4. B



Signs, Signals and Safety



Time: 25-30 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through learners' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Instructors should use their discretion to break up material to accommodate their daily schedules. The Skill-Building Activity is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.

Lesson Objectives

The objective of this introductory lesson is to teach kids basic signs and signals associated with traffic and to learn safe behaviors when riding a kid vehicle such as a scooter, tricycle or bicycle. It is important to emphasize that children at this age should not practice in traffic, however, they are gaining the knowledge to one day become independent pedestrians and bicyclists. Having these skills can enable them to develop and maintain healthy behaviors and be safe bicyclists, pedestrians, and drivers in adulthood.

The children will be able to:

- Identify safety symbols and colors used in everyday life.
- Identify vehicles and traffic according to size.
- Recognize and understand basic traffic signs.
- Use hand signals for right, left, and stop.
- Recall good behaviors to use when riding a bike.

Why This Lesson is Important

Practicing safe behaviors and interpreting transportation related signs and signals is a step in the evolution of independence and autonomy, especially through developed decision-making skills. This lesson gives kids a better understanding of their everyday environment and community. This lesson covers fundamental parts of traffic safety: signs, signals and safe behaviors.

Applicable Standards of Learning



Essential Standards

PE.K.PR.4.3: Use safe practices when engaging in physical education activities.	PE.1.PR.4.3: Use safe practices when engaging in physical education activities.
K.PCH.2.1: Recognize the meanings of traffic signs and signals.	1.C&G.1.1: Explain why rules are needed in the home, school and community.
K.PCH.2.4: Identify appropriate responses to signs, sounds, and labels.	1.NPA.3.2: Recall fitness and recreation activities that can be used during out- of- school hours.
PE.K.HF.3.2: Identify opportunities for increased physical activity.	EEn.2.5.5: Explain how human activities affect air quality.
K.C&G.1.2: Explain why citizens obey rules in the classroom, school, home, and neighborhood.	

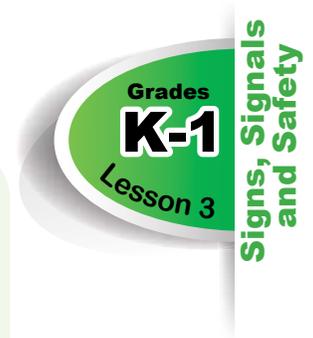
Common Core

CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration	CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	

Guidance

RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.
EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.
P.SE.1.2: Use self determination to build independence.

Signs, Signals and Safety



Materials

- Flipchart
- Vocabulary Cards
- Vehicle Cards
- Signs and Signals Cards
- Color Cards for Red Light / Green Light! activity
- Parent/Caregiver Tip Sheet
- Traffic Jam! Worksheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Vocabulary

(See word list and definitions at the end of this lesson)

- Traffic
- Vehicles

Preparation

Create color cards for the Red Light / Green Light! activity in advance. Three paper plates colored red, yellow, and green work well for this activity.

Part 1 – Discussion and Demonstration

► Time: 10-15 minutes

1. What is Traffic?
2. Understand Traffic Signals
3. Understand Traffic Signs
4. Follow the Rules.

Introduction

The instructor will...

- Describe what traffic and vehicles are.
- Show traffic signs and describe what each means.
- Describe safe bicycling behaviors.
- Discuss basic rules to observe when riding a bike.

Today, we are going to learn about basic safety, signs and symbols. Knowing and understanding these will help keep you safe when you are outside. Then we are going to talk about some basic rules to follow. You should always use your eyes and ears when you are outside and be alert for traffic sounds such as horns, sirens, or train whistles.

1. What is Traffic?

Let's talk about vehicles. All of these things are vehicles because they move people and things.

[Instructor shows Vehicles vocabulary card]

All of these vehicles have wheels.

[Instructor shows Traffic vocabulary card]

Let's brainstorm what is meant by traffic.

[Instructor has kids name different kinds of traffic (e.g. cars, trucks, buses, motorcycles, trains, semi-trucks etc.) and writes them down on a flipchart]

Traffic is what we call vehicles when they are moving in a group.

Display the **Traffic Jam! Worksheet**, found in the Materials section. Ask children to name each vehicle, describe the sound it makes, and count the wheels. Ask children to name the vehicles in order from largest to smallest.

2. Understand Traffic Signals

First let's talk about the colors red, yellow, and green. Can anyone tell me where you see these colors outside?

Red, yellow, and green are found on a traffic signal! A traffic signal tells directs drivers what to do when they approach by using colored lights. If a driver does not understand what to do when they see a color on the traffic signal, they could crash into another vehicle.

Let's go over what each color means.

- RED is a warning color. It means stop.
- YELLOW means to look and listen for danger. Prepare to stop.
- GREEN means go when it is safe.

Remember these colors, because we are going to play a game later.

[Instructor repeats what each color means and shows them on the Traffic Signal card.]

When you are at a red signal, you wait for the light to change to green before you can go.

Often, next to a traffic signal you will see another signal. Walkers and others on the sidewalk obey this signal so they know when it is safe to cross the street. Young bicyclists may also use this signal.

[Instructor shows Pedestrian Signal card.]

If a person on the sidewalk does not understand or obey this signal, there could be a crash.

What do you think the RED hand means? That's right, RED is a warning color. It means to STOP. The other symbol is a walking man and it is WHITE. When the signal changes from RED hand to the WHITE symbol, you can go when it is safe. Always wait for an adult when crossing the street.

3. Understand Traffic Signs

Raise your hand if you have seen a traffic sign before. Why do we have traffic signs?

[Instructor shows Stop Sign Card.]

Can anyone tell me what this sign is? Great! It looks like everyone in this class has seen a stop sign.

What color is a stop sign? That's right, a stop sign is RED. Remember, just like a red traffic signal, a stop sign means to STOP. When you are at a stop sign, you can go once it is clear to do so.

Raise your hand if you have seen one of these before.

[Instructor shows Railroad Crossing Sign.]

Tell me if you know what this sign means.

The railroad crossing sign means that this is a location where trains cross the road. Railroad tracks can often be uneven so it may be dangerous to ride over them on a kid vehicle such as a scooter, tricycle, or bicycle. Some railroad crossings have a gate that closes. You should never go around a closed railroad gate. Listen very carefully and look before crossing railroad tracks to be sure that no trains are coming.

4. Follow the Rules

Now that we've talked about traffic, signals, and signs, let's talk about some basic rules that you need to follow when you ride a kid vehicle such as a scooter, tricycle, or bike. What is a rule? Why do we follow rules?

What is something that you should always wear on your head? That's right, you should always wear a helmet when you ride. Here are some other basic rules to remember:

- **Always ask an adult before you ride.** Have the adult help you put on your helmet and look over your bicycle to make sure its parts are all working.
- **Wear bright colors** when riding so others can see you.
- **Look and Listen for traffic.** Pay attention when you ride.
- **Ride on the sidewalk.** Small kids vehicles belong on the sidewalk or on a greenway, not in the street with cars. Older kids and adults may ride in the street when they can follow the same rules that other vehicles do.
- **Don't carry things in your hands.** Your hands should be free of objects when you ride. If you have objects to carry, put them in a backpack.
- **Stop at the edge.** Treat all roadways and driveways as edges like you would if you were walking on the sidewalk. You always stop at the edge of a road or a driveway whether you are walking or cycling.

If you follow these rules you are learning how to be a good bike driver. Remember, you should always ask an adult before you ride a kid vehicle.

Part 2 – Skills Practice

► Time: 15 minutes

It is highly recommended that Instructors have children practice skills that will help them operate a kid vehicle such as a scooter, tricycle or bicycle. Understanding what traffic signals mean and recognizing risky behaviors will help keep them safe. These skills will be the foundation for reacting to signs and signals and riding a bike using safe behaviors later on.

Traffic Light Game

Designate one child as the "traffic light." This child plays the part of the traffic light and displays red, yellow, or green color cards. The other kids line up about 20 feet away from "it." Facing away from the other kids, the traffic light displays a green color card to the other kids and shouts "Green light!" The other kids move toward the traffic light. The traffic light then shows the red card and shouts "Red light!" to stop the play and turns around quickly. Any of the kids who are caught moving must go back to the start line. Play continues until someone reaches and tags the traffic light. That person then becomes the traffic light. The trick to winning this game is to move smoothly so that you can freeze instantly until you are within reach of the traffic light.

Variations:

- Start with the child calling out the color and eventually switch to a silent game where the children trying to tag the traffic light must recognize the color and react to it.

- The traffic light may show the yellow card, which means that the players can continue to move but must move slowly.
- When playing with children of different ages, you may want to designate two start lines, the closer one being for the smaller kids.

Safe or Unsafe

Describe the following and have kids tell you whether the child in the scenario is being safe or unsafe. Ask why is it safe? If it is unsafe, what could the child have done to be safe?

- *Kristy stops at the edge of a street and waits for her grandfather to tell her when it is safe to cross.*
- *Lauren wants to play with her toys while she's at the park with her mom, so she puts them in a plastic grocery bag to carry on her handlebars.*
- *Kumar puts his helmet on but forgets to ask his parents before he goes to the garage to get his tricycle.*
- *Ed wants to ride his scooter with his dad to the library, so he takes his ear buds out and puts his music player in his pocket.*
- *Madeline puts on a bright yellow shirt before riding her bike to the store with her older brother.*

Review (optional)

- ▶ **Time:** 5 minutes

The instructor will...

- **Go over the terms “traffic” and “vehicles”**
- **Review what the different colors on the traffic light and pedestrian signal mean.**
- **Review what a stop sign means.**
- **Reiterate basic safety rules for riding a kid vehicle.**

Traffic is a term for moving vehicles. You should always use your eyes to look for traffic and your ears to listen for sounds such as horns and engines. There are many different types of vehicles—buses, bicycles, cars, trucks, and trains. All of these vehicles have wheels that make them move to get to where they are going.

In order for vehicles to share the roadway, the drivers have to know what the different colors on a traffic signal mean. Red means stop; Yellow means look and listen for danger, prepare to stop; and Green means go when it is safe.

Another signal is for people who are on the sidewalk. The Red hand means to stop. The white symbol of a walking man means that it is OK to go when it is clear.

People who drive vehicles also have to obey signs. The red stop sign means that you have to stop first and then go when it is clear.

There are also several basic rules to follow when you are going to ride a kid's vehicle such as a scooter, tricycle, or bicycle:

- *Always ask an adult before you ride.*
- *Wear bright colors when riding so others can see you.*
- *Look and Listen for traffic.*
- *Ride on the sidewalk. Older kids and adults can ride in the street when they understand and follow all of the rules of the roadway.*
- *Don't carry things in your hands, put them in a backpack.*
- *Stop at the edge of roadways and driveways.*





Suggestions for a Balanced Curriculum

Grades
K-1
Lesson 3

Signs, Signals
and Safety

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.

Mathematics/Science

Discuss and complete the *Traffic Jam* worksheet.

A traffic jam is a condition when too many cars are crowded on a roadway.

Raise your hand if you have ever been in a “traffic jam.”

Close your eyes and imagine a traffic jam. There are often bumper to bumper cars and trucks along a wide stretch of roadway. Traffic jams are polluting, inconvenient and sometimes can be unsafe. They often require a long wait in a car. This situation could (or does) occur in front of school if too many parents come to pick up their children at the same time.

After children complete the *Traffic Jam* worksheet using grade-level appropriate mathematics, discuss how the children helped solve the traffic jam.

Several children decided to bike to school, and several children decided to take the bus, so there were fewer cars and vans on the road. Are there other ways that the children can solve the traffic jam? (Carpooling and walking.)

Have children write down the environmental benefits of fewer cars on the road. Have them share their ideas in class.

When there is less traffic, there is less pollution, reduced greenhouse gas emissions and cleaner air to breathe. There is also less need to build more roads and have less runoff from roadways polluting our water. When there are fewer cars there are fewer traffic jams, so less gasoline and oil is used.

Social Studies

Brainstorming Traffic Rules

In this exercise, you will explain traffic rules and why we have them. Encourage children to offer rules that they know and obey.

Ask children to answer the question, “What is a rule?” Then ask them why they think there are rules (in school, at home, in the community, etc.)

Ask children if they can think of good reasons for having traffic rules. Record all responses on flip chart paper and title it, “Reasons Why We Have Traffic Rules.”

[Display the chart paper to serve as a reminder for the children.]

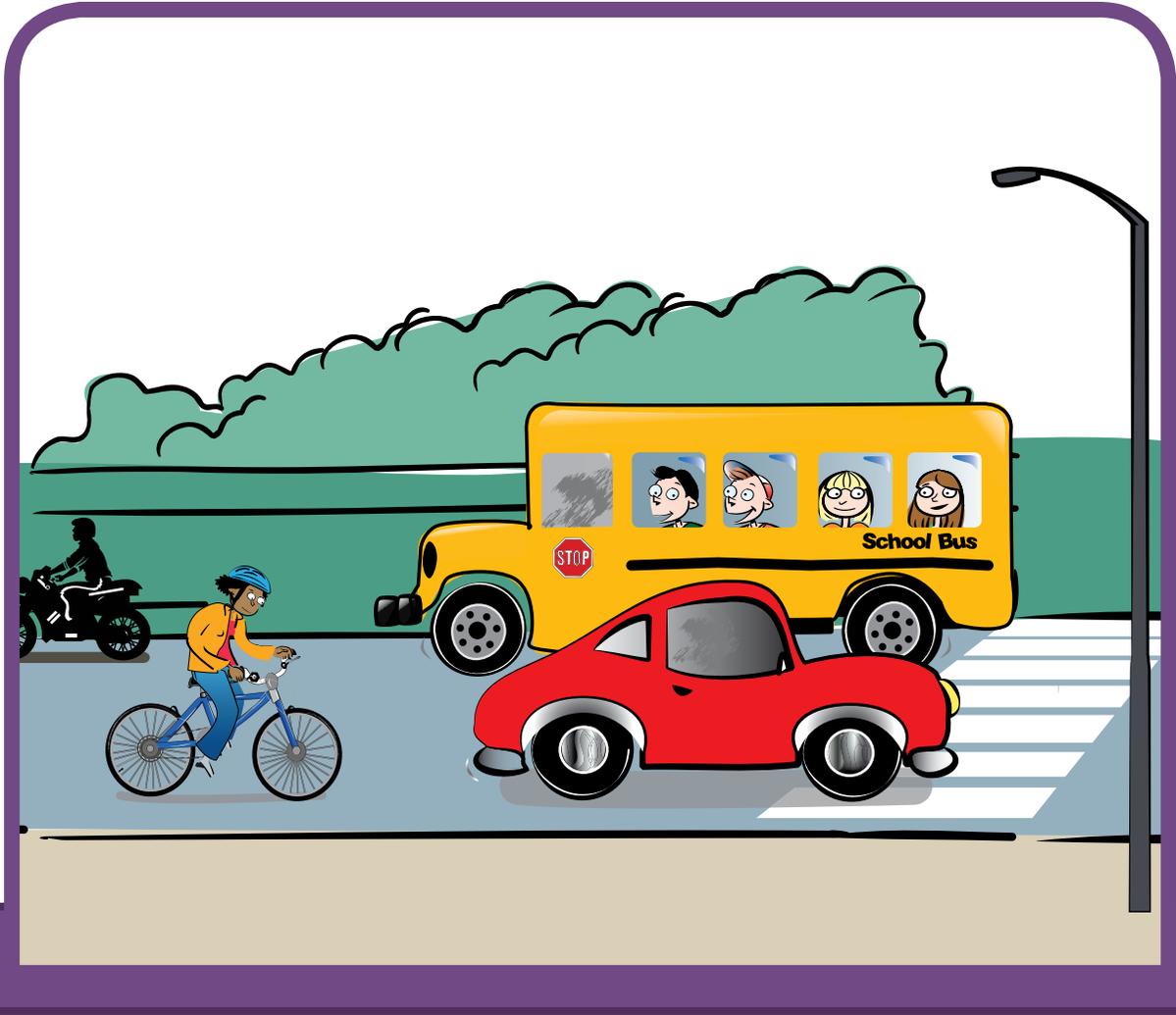
Explain to the children that they are going to have a brainstorming session. The brainstorming session allows the children to give ideas for different transportation rules that they know. Explain that they are expected to take turns and raise their hands to speak. Decide the amount of time needed for the brainstorming session. Record their responses on a flip chart.

Rules that kids may brainstorm:

- Obey all traffic signs and lights.
- Fasten your seat belt.
- Before crossing a road, look left, right, then left again.
- Listen and follow directions from the bus driver.
- Keep both hands on the handlebars when riding a bike.
- Stop at the edge of driveways.
- Stop when you hear vehicles with sirens.
- Stay seated on the bus.



Vocabulary Card



Vehicles

Cars, trucks, buses, bicycles and motorcycles are vehicles. They are used to move people and things from one place to another.

Vocabulary Card



Traffic

Cars, buses, trucks and other vehicles also have to get places like we do. A group of moving vehicles is called traffic.



Name _____

Traffic Jam! Worksheet

Oh no! There's a traffic jam in front of the school! Help clear the traffic jam by counting all of the different vehicles on the street.

How many vehicles of each type are in the traffic jam at the school?

Cars: _____

Motorcycles: _____

Trucks _____

Bicycles: _____

Buses: _____

Some kids decided that they would change the way they travel to school.



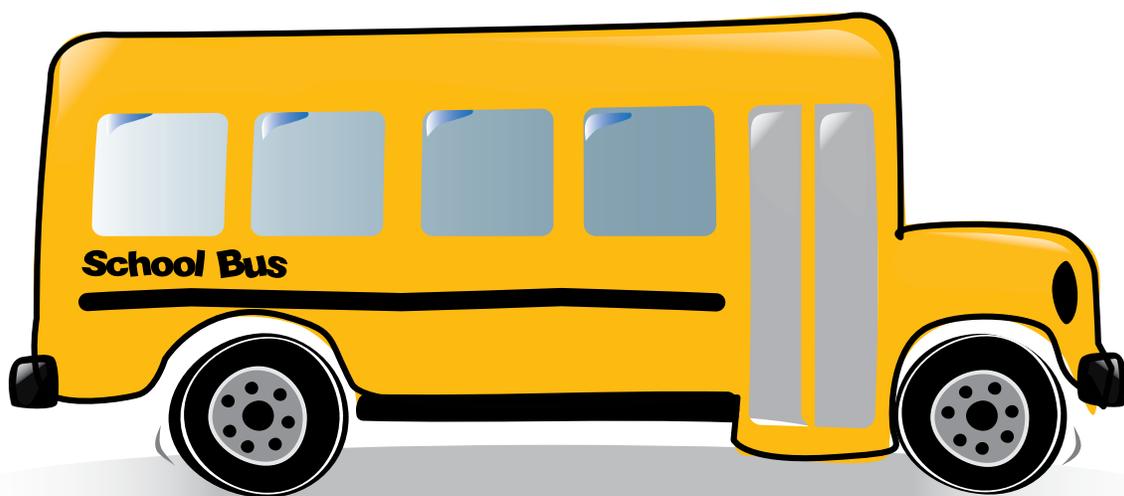
Katie, Jim, Jack and Tina ride their bikes to school instead of riding in cars. Circle 4 cars.

Bill and Rachel take the school bus instead. Circle 2 buses.



Now that kids have made different choices, is there still a traffic jam at the school?

Vehicle Card



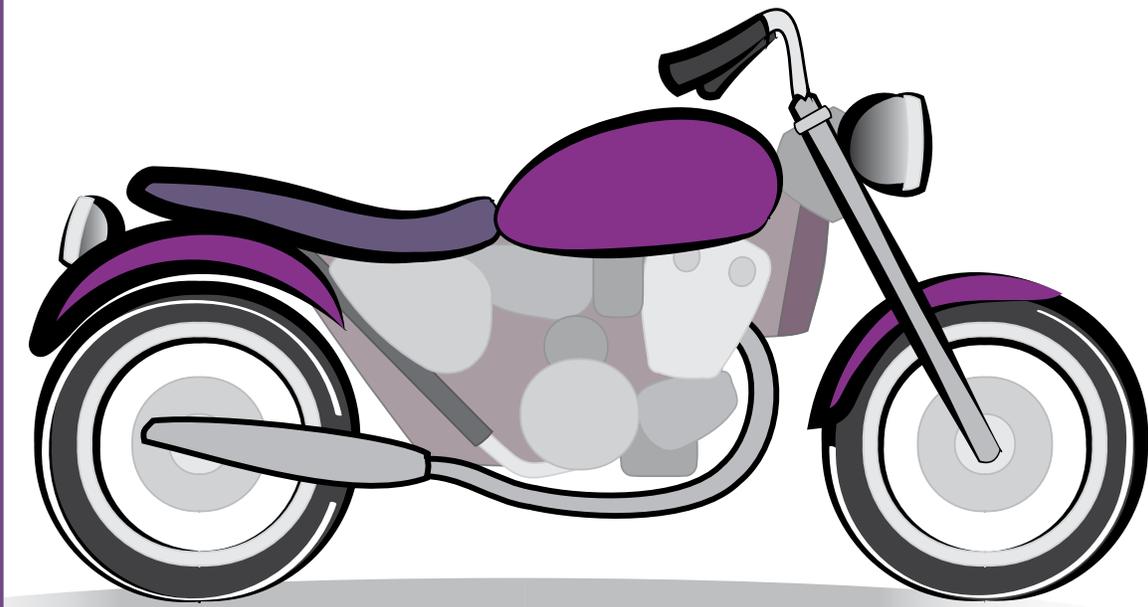
School Bus

Vehicle Card



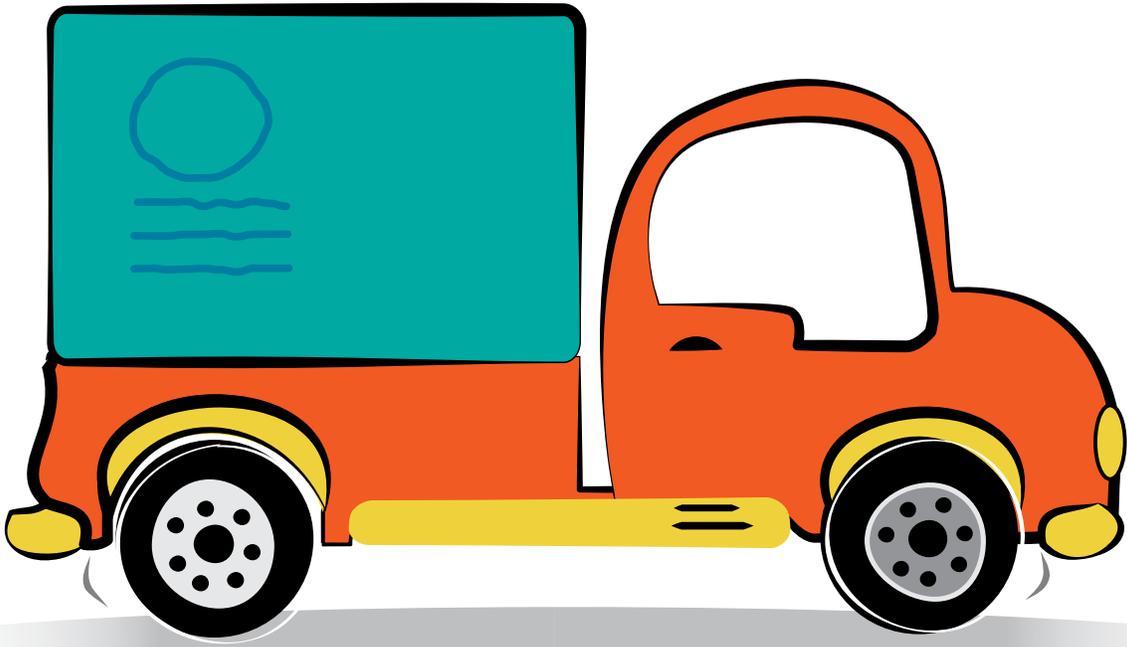
Train

Vehicle Card



Motorcycle

Vehicle Card



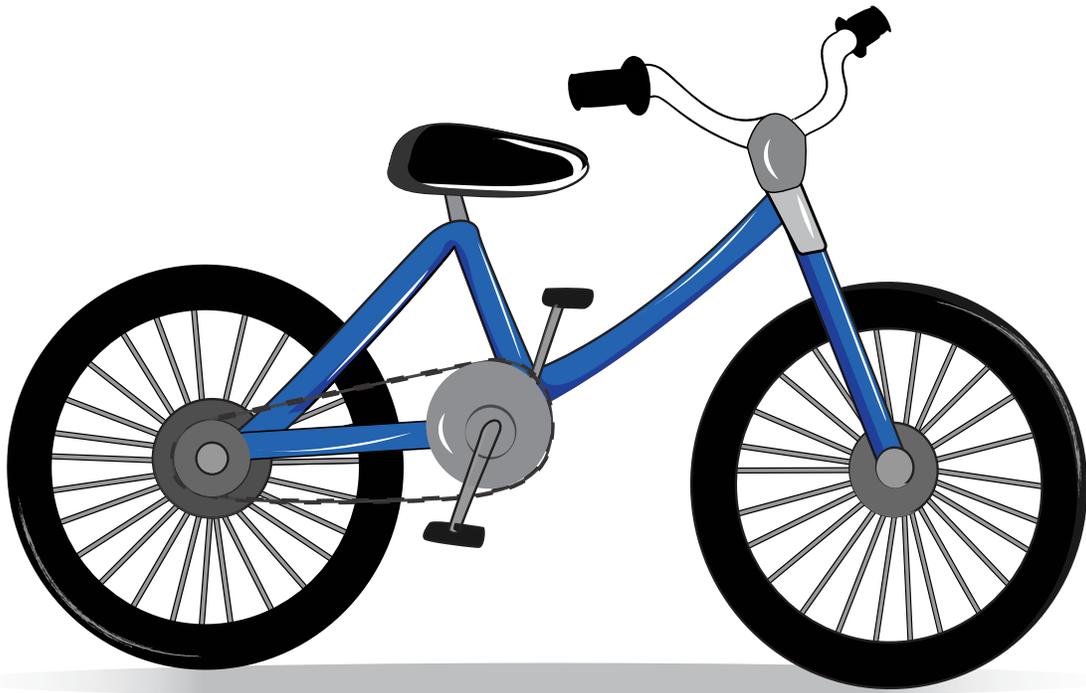
Truck

Vehicle Card

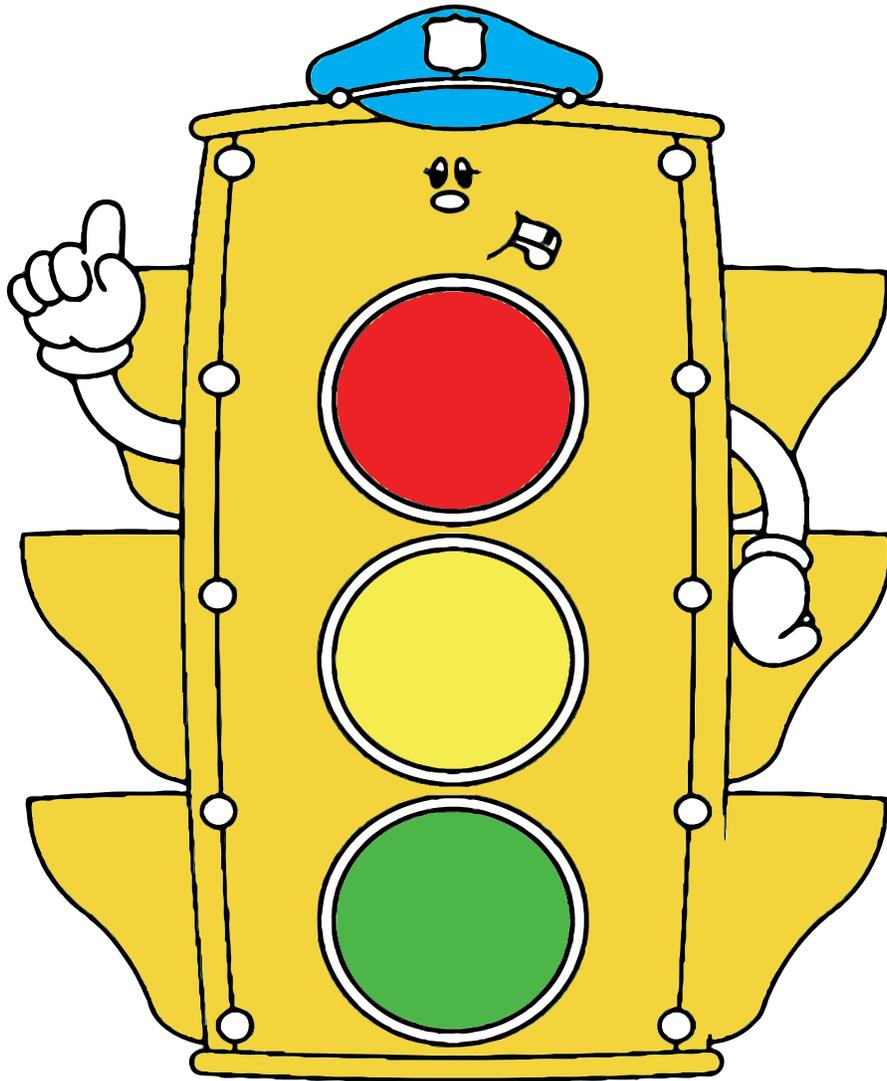


Car

Vehicle Card



Bicycle



Traffic Signal

Signs & Signals



Pedestrian Signal



Stop Sign



Railroad Crossing



Parent/Caregiver Tip Sheet

Signs, Signals and Safety

This week in school your child learned about basic signs, signals and good traffic safety behaviors:

1. TRAFFIC is moving vehicles, like cars and trucks in the roadway.
2. TRAFFIC SIGNALS tell vehicles what to do.
 - RED is a warning color. It means stop.
 - YELLOW means to look and listen for danger. Prepare to stop.
 - GREEN means go when it is safe.
3. Always stop at a STOP SIGN and wait until it is clear to go.
4. Trains cross roads at RAILROAD CROSSINGS. Be extra alert and use your eyes and ears at train tracks. Never go around a closed railroad gate.
5. FOLLOW BASIC RULES when riding a kid vehicle:
 - **Always ask an adult before riding.** Have them help you put on your helmet and look over your bicycle to make sure its parts are all working.
 - **Wear bright colors** so others can see you.
 - **Look and listen for traffic.** Pay attention when you ride.
 - **Ride on the sidewalk.** Small kids' vehicles belong on the sidewalk or on a greenway, not in the street with cars. Older kids and adults may ride in the street when they can follow the same rules that other vehicles do.
 - **Don't carry things in your hands.** Put objects in a basket or backpack.
 - **Stop at the edge.** Treat all roadways and driveways as edges like you would if you were walking on the sidewalk. You always stop at the edge of a road or a driveway whether you are walking or cycling.



Remember:

Although kids may not yet have the skills to ride a kid vehicle such as a bicycle without parental assistance, they should begin to learn basic traffic safety behaviors at this age. Help them learn traffic signs signals by identifying them with your child and explaining what they mean. Set a good example and reinforce good traffic safety behavior.

Did you know?

Separate signals (when present) let pedestrians know when it is safe to cross.

The RED hand tells you to wait on the curb.

The WHITE walking symbol tells you it is safe to cross when it is clear. Some signals are push button operated.

Young children who are too young to bike in the roadway should also obey this signal.

Set a good example for your child by crossing when the WHITE walking symbol appears.

PRACTICE AT HOME!

Signs, Signals and Safety

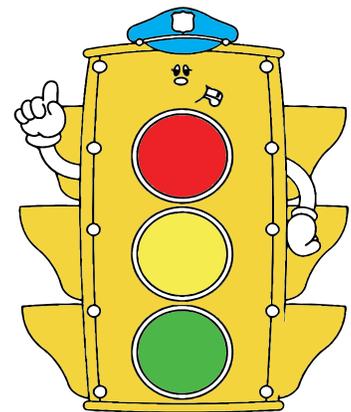
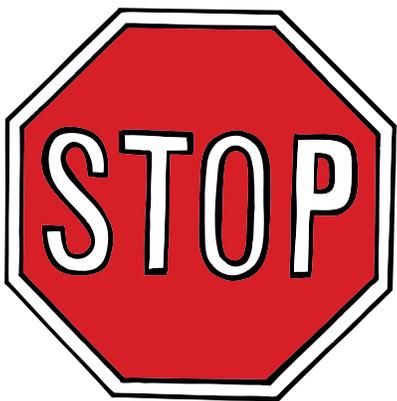
Children ages 5-6 are very curious about their environment. As they learn about their communities, they should also be made aware of the dangers of traffic. Teaching traffic safety to your child can prepare them for big adventures such as walking to the school bus or riding a bike for the first time. Young children readily model the attitudes and behaviors of their parents, so make following traffic safety rules a routine.

Your child should learn enough about traffic safety to know what is safe and what is not safe outside. Young children should feel confident when they are outside with friends, walking home from school or on a bike ride:

- **IN THE CAR**, encourage your child to point out signs and signals as they see them. Have them describe their shape, color and explain what they mean. This will help them stay alert and aware of their surroundings.
- **ON A SURPRISE WALK** to the park, library, friend's house or other destination, assess your child's ability to understand traffic signs and signals. This can allow you to view your child's ability to demonstrate traffic safety knowledge when not part of a routine outing.
- **WHEN RIDING A KID VEHICLE** such as a scooter, tricycle or bicycle, pretend that you don't know what a traffic sign or light means. Stop and ask your child, "What do I do?" and wait for your child to explain. This can help your child become more confident with knowledge of traffic signs and signals.

To help your child understand their community and help with orientation, have your child point out common places such as restaurants, stores, public art installations, fire/police stations, and parks. Also have your child point out "community helpers" that they see along the way.

Have your child identify each of the signs and what the colors mean on the lighted signals:



Let's Go Biking!



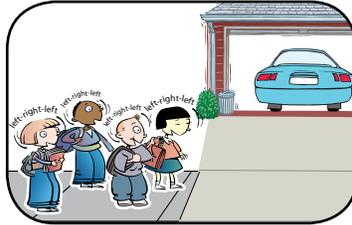
Name _____

Child Assessment

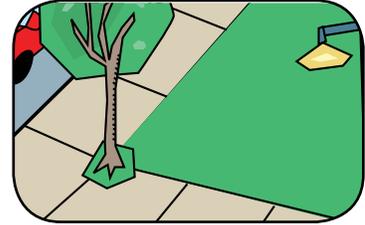
1. Mark the bubble under a place where you should always stop and check for cars when riding your bike.



A



B

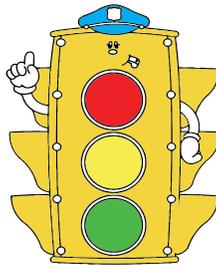


C

2. Mark the bubble under the picture that shows a sign that tells you to look and listen for a train.



A

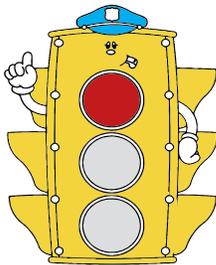


B

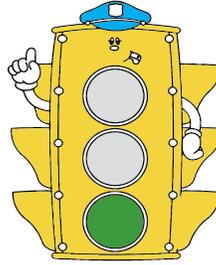


C

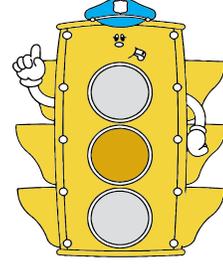
3. Mark the bubble under the picture that shows a traffic signal that means "go."



A



B



C

4. Mark the bubble under the picture that shows a child following the rules while riding a bicycle.



A



B



C

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Mark the bubble under the picture that shows you something that you should be cautious of when you ride your bike.
2. Mark the bubble under the picture that shows a sign that tells you to look and listen for a train.
3. Mark the bubble under the picture that shows a traffic signal that means "go."
4. Mark the bubble under the picture that shows child following the rules while riding a bicycle.

Answers:

1. B
2. A
3. B
4. A



Bicycling Basics



Time: 25-30 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through learners' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead it addresses the basic skills needed to be a safe bicyclist. Instructors should use their discretion to break up material to accommodate their daily schedules. The Skill Building Activity is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.

Lesson Objectives:

The objective of this introductory lesson is to teach kids basic actions when riding a scooter, tricycle or bicycle. These actions are important for being alert to dangers, such as driveways, and improving riding skills. It is important to emphasize that children at this age should not practice in traffic, but are gaining the knowledge to one day become independent bicyclists.

The children will be able to:

- Use hand signals to indicate travel direction (left/right) and stopping.
- Know which senses to use to alert them of danger near traffic.
- Scan for vehicles.
- Understand why driveways are a dangerous area.

Why This Lesson is Important

This lesson covers basic safety concepts that kids should learn before riding on a child vehicle such as a scooter, tricycle or bicycle. The lesson emphasizes safety at driveways. Teaching kids how to scan, signal, and use their senses to be alert develops their ability to be able to coordinate multiple skills. Bicycling skills are important for children to learn so they will have the ability to choose healthy, active transportation options into adulthood.

Applicable Standards of Learning:



Essential Standards

<p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.K.HF.3.1: Recognize one or more of the five health-related fitness assessments and the associated exercises.</p> <p>K.PCH.2.1: Recognize the meanings of traffic signs and signals.</p> <p>K.PCH.2.4: Identify appropriate responses to signs, sounds, and labels.</p> <p>K.C&G.1.2: Explain why citizens obey rules in the classroom, school, home, and neighborhood.</p> <p>K.G.1.2: Use globes and maps to locate land and water features.</p> <p>K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p>	<p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.1.HF.3.1: Recognize two or more of the five health-related fitness assessments and the associated exercises.</p> <p>1.C&G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.G.2.3 : Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</p>
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Common Core

<p>CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2 : Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2 : Use self-determination to build independence.</p>
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Bicycling Basics

Materials

- Bicycle Hand Signals
- Story – “Five Little Monkeys”
- Traffic Signal Poem
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key
- Parent Notification Letter and Consent Form (Instructor’s Guide, Appendix B)

Preparation

- Review the lesson plan and prepare materials for the Child Assessment.
- Confirm that volunteers are ready to assist you with setting up and conducting the on-bicycle course in Lessons 5.
- Remind children to bring their Consent Form back to school before Lesson 5 begins.

The instructor may need parents or other adults on hand to assist with the strength and balance activity at the end of the lesson to make sure kids are performing the exercises correctly. Coordinate with assistants in advance.

Part 1 – Discussion and Demonstration

► **Time:** 15-20 minutes

1. Use Your Senses
2. Watch Out at Driveways
3. Don’t Monkey Around
4. Use Hand Signals

Introduction

The instructor will...

- Review the 5 senses.
- Discuss the importance of using senses to be aware of surroundings.
- Explain how to scan (glance quickly around their surroundings) and what to look for while riding.
- Demonstrate hand signals for left, right and stop.

1. Use Your Senses

Do you know what **senses** are? People use their senses to gather information about the world around them. Frequently, we use more than one sense at a time to gain a better understanding. Recall the five senses: see, hear, touch, smell and taste.

[Instructor reviews senses based on level of class knowledge.]

Ride using all of your senses when you are on a kid vehicle and be alert! Let's go over some examples of when you should use your senses when riding:

Sight:

- Look around to find the edge. Remember that you should always stop at the edge of roads or driveways!
- Watch for people walking. Don't get in the way of walkers.
- Scan ahead of you and behind you for danger.
- Watch for hazards like rocks and branches.
- Remember that when you see a car, a car may not be able to see you.
- Wear bright-colored clothing so others can see you!

Hearing:

- Listen for sirens. Stop immediately if you hear one.
- Pay attention to the sound of traffic.
- Listen for noises that cars make? Sirens, car horns and loud sounds can provide a warning.

Touch:

- If you feel your helmet rocking side to side or front to back, it needs adjustment. Have an adult assist you.
- Squeeze your tire to find if it is full of air before you ride. Have an adult help you fill it up.
- Always keep your hands on the handlebars.
- Grab your brakes to stop your bike.
- If you feel rain drops, you should stop. Riding in the rain can be dangerous.

Stop, look, and listen
Before you cross the street!
Use your eyes and use your ears,
When you pedal with your feet!

2. Watch Out At Driveways

A driveway is like a small road.

If you come to a driveway on a kid vehicle such as a scooter, tricycle or bicycle, stop at the edge just as you would if you were walking. Look and listen (use your senses) to determine if it is safe to cross. Cars could be coming into the driveway or out of the driveway. They might be turning from the left or from the right. You must scan for cars. What does it mean to **scan**?

Look left, right, left to scan for vehicles and make sure it is clear before crossing.

[Instructor demonstrates]

Never bike or play behind cars. Drivers cannot see you.

Where are other places that we should be careful and watch for cars?

- Road / street
- Intersection
- Parking lot
- School bus stop
- Garages

3. Don't Monkey Around

There are lots of rules that kids need to know before they ride a bike. Why do we follow rules in our community?

These are the Basic Bicycle Safety Rules:

- Ride one to a bike.
- Keep to the right.
- Ride single file.
- Keep hands on handlebars.
- Obey traffic rules.
- Watch for cars.
- Be respectful of people walking.
- Wear a helmet when riding.

I'm going to read you the story, "Five Little Monkeys." As you listen to the story, I am going to pause. When I do, raise your hand and tell me something that the monkeys are doing wrong as they ride.

[Instructor reads the story "Five Little Monkeys" found in the Materials Section aloud to children. The second time you read it, pause at the (#) symbol. The numbers (1) show where the monkeys are breaking rules or not behaving properly or following the rules on the bikes.]

- What are monkeys like? Do children ever act the same way?
- If you were the keeper of the zoo, would you give the monkeys bikes to ride?
- Why were the police looking for the monkeys?
- How would you teach the monkeys to follow the bicycle safety rules?
- Do you follow bicycle safety rules in your community?
- Which rules do you think are most important?

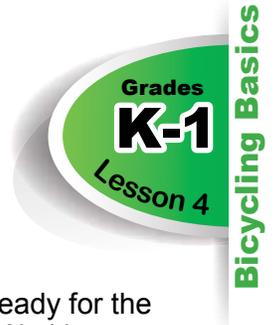
4. Use Hand Signals

Using hand signals is how you communicate with others when you ride. In addition to being alert and using all of your senses, you should be able to signal at the same time. Riding a kid vehicle requires your complete attention and the ability to be able to do many things at the same time.

I am going to show you the hand signals for a right turn, a left turn, and the signal for slowing or stopping.

[Show Bicycle Hand Signals page in the materials section. Demonstrate hand signals to children (left, right, and slow/stop). Have children practice these signals in the Skill Building Activity.]

Part 2 – Skills Practice



► **Time:** 15 minutes

It is highly recommended that instructors have children practice the following skills. These skills do not involve riding a bicycle, but learning hand signals and performing exercises that focus on balance and strength will help them to ride a bike later on and be ready for the On-Bike practice in Lesson 5. Explain the importance of balance and strength to children. Working on these components of fitness can help them to become good bicyclists. Signaling will help children develop coordination skills.

Hand Signal Practice

In a large area, play a game of “follow the leader.” A playground or gymnasium works great for this activity. The game starts with teaching kids to use left/right signals before performing a turn, then the slow/stop signal, and adds a shoulder check.

Explain the hand signals (Left, Right, Slow/Stop) again. Demonstrate each signal by walking in a straight line with your back turned to the children using the following steps:

- Make a signal (hold it for a few seconds).
- Perform a turn.

Have them hold their arms up in front of them with palms facing down while they pretend to have their hands on the handlebars.

At the start of the activity, have children line up behind you and walk at a casual pace in a straight line. Signal your turn for a few paces before you make the turn. Walk in a straight line for a few paces before making another signal. Have children follow you and perform hand signals as you walk around the area.

After performing left and right signals, add the stopping signal. Wait for all children to perform a slow/stop signal, and stop before starting to walk again.

Next add the shoulder check. Demonstrate performing a shoulder check before signaling. Explain that the shoulder check is to scan behind you to make sure that it is clear before turning. You should scan behind the left shoulder if you are making a left turn and the right shoulder if you are making a right turn.

- Check over the correct shoulder.
- Make a signal (hold it for a few seconds).
- Perform a turn.

Once children have learned all three signals (right, left, and slow/stop) and have practiced checking behind while signaling, speed up the game to make it more challenging.

Why do we signal before turning? Discuss how the signal tells others around us what we are about to do.

Discuss with children the importance of leaving enough space between you and the person in front of you so that you can (a) see their signal, so you don't miss a turn and (b) have enough time to react so they don't have a “crash.” Talk about speed. Was it more difficult to react when you were going faster? Explain to kids that they need to be able to perform signals and shoulder checks in order to ride safely.

Balance Exercise

Have children stand on one foot and balance for as long as possible. Switch to the other foot and repeat. If this appears easy for children, have them try the following:

- Swinging the opposite leg around to shift the balance
- Have them close their eyes
- A soft ball can be thrown a bit out of easy reach during the balancing practice. This can be done to the left side, to the right, overhead, down low, up high--anything to create the need for reaching off-balance, where the trunk needs to stabilize.

Next, have children hop on the left foot forward and back five times and then side to side five times. Repeat on the right foot. Increase the repetitions in increments of five until 25 repetitions is achieved.

Make a tight rope walking activity for children using a rope. Place the rope on the ground and have children walk heel-to-toe down the rope. Have children perform the following challenges to make the activity harder as the children begin to master balance:

- Walk the rope while balancing a beanbag or soft toy on the head.
- Bend down to pick up an object on the rope.
- Walk under or around things.
- Place the beanbag on the hand or shoulder.

Strength Activity

Have children lie on their backs and bend their knees at 90 degrees. Their thighs should be pointing toward the ceiling. Have them place their hands behind their ears. Once their ears are in position, they should pump their legs back and forth, as if riding a bicycle in the air.

This exercise strengthens the core muscles and mimics the leg motion that children will use while riding a bicycle. For a variation to strengthen core muscles, have children alternate touching an elbow to their knee as it comes nearest to them in the bicycle movement.

Have children relate the activity of bicycling to components of Health-Related Physical Fitness using appropriate recall for their grade level. Health-related components are cardiovascular endurance, muscle strength, flexibility, body composition, and muscular endurance. How does bicycling achieve each component?

Review (optional):

- Time: 5 minutes

The instructor will...

- Review which senses we use while riding a bike to gather information about our environment.
- Review basic bicycle safety rules.
- Review why to be cautious at a driveway and what to do before crossing at a driveway.

Let's discuss all that we have learned today!

When we ride a bike, scooter or tricycle, we use several senses to give us information about our environment. Our eyes, ears, and nose can be very useful to learn about our surroundings.

To keep safe, we always watch out at driveways. There could be cars driving into or backing out of a driveway. Always look left – right – left to check for vehicles before crossing.

These are the Basic Bicycle Safety Rules to keep in mind when you ride a bike, scooter or tricycle:

- *Wear a helmet when riding.*
- *Ride one to a bike.*
- *Keep to the right.*
- *Ride single file.*
- *Keep hands on handlebars.*
- *Obey traffic rules.*
- *Watch for cars.*
- *Be respectful of people walking.*



Suggestions for a Balanced Curriculum

Grades
K-1
Lesson 4

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period or may be assigned as homework opportunities.

Arts Education

For this art project, have each child make a traffic signal with the colors in the correct order, labeled with what each color means. Make yours in advance so you can use it as a model.

Materials needed for each traffic signal:

- 1 piece of 4x9 inch black paper (if you cut a sheet of 9x12 black paper into thirds the short way, you will end up with 3 perfect sized pieces).
- 1 piece each of 2.5x2.5 inch red, yellow, and green construction paper. Round off the corners to make circles. Glue onto black paper in order.
- Using a pencil or black crayon, write the words Stop, Slow, and Go on the colored circles.
- A small copy of the “Traffic Signal” poem. Glue it onto the back of the traffic signal, and underline the words Stop, Slow, and Go.

Use the traffic signal to play a game of “Stop, Slow and Go!” to reinforce what the colors on the traffic signal mean. Have the children stand in a line and yell out a color. They should move toward you on Green, slow to a stop on yellow, and stop completely on red.

Traffic Signal Poem

Red light, red light, what do you say?
“I say stop! Please stop right away!”

Yellow light, yellow light, what do you mean?
“You should wait until the light turns green.”

Green light, green light, what do you say?
“You may go, but please look both ways.”

Thank you, thank you, red, yellow, green,
Now I know what the traffic light means.

Social Studies

Play a sorting game called “Land, Sea or Air?” Have several pictures of transportation modes. Have children name each mode of transportation and sort the different pictures into the correct category. Here are some possible pictures you should have on hand for children to sort:

- Sailboat
- Pedestrian (Walker)
- Truck
- Ambulance
- Car
- Canoe
- Bicycle
- Helicopter
- Airplane
- Ship
- Train
- Hot air balloon

Display a large map of North Carolina that shows various geographical features, such as land, river, ocean and mountains. Talk to children about where they have seen these modes of transportation and have them place the picture in the appropriate place on the map. Have children choose one of these modes of transportation and write about the impact of transportation in their community.



Story – Five Little Monkeys

Adapted from: K-9 Traffic Safety Education, Level A; State of North Carolina, Department of Public Instruction, 1975

Down at the city zoo
The children came to see
Five little monkeys
As funny as can be.

The children looked in
And the monkeys looked out
Each tried to see
What the other was about.

One day when the cage door
Was not closed tight
Five little monkeys
Began a strange flight

They hopped on some bikes
As they'd seen children do,
And pedaled away quickly
From their cage at the zoo.

Side by side (1)
In the middle of the street, (2)
Five foolish monkeys
A car did meet. (#)

Screech went the brakes!
As the driver tore his hair
One bike and one monkey
Were tossed in the air.

His bike was all broken
But the monkey was alive,
But now only four bikes
Had to work for all five.

One driver to one bike
Is a very good rule,
But monkeys don't know –
They'd never been to school.

So they climbed on the bikes, (3)
Rode away from that place
Down a hill so steep
They started to race. (4#)

Fast went the bikes,
And the road wasn't straight, (5)
Around a blind corner
A surprise lay in wait. (#)

A railroad crossing ahead!
Now too late to pull back,

Two monkeys went through
A wheel caught in the track. (6#)

The monkeys on the bike
Were very upset
Because they had to get off
Now that the wheel was bent.

With a few bruises and scrapes
The monkeys looked sad
And for five riders now
Only three bikes they had.

On the wrong side of the road (7)
The bicycles sped,
Through all of the lights
Green, Yellow, and Red. (8#)

Head first into a curb
One bike took a bad hit,
And now for five monkeys
Two bikes were split.

On the sidewalk they rode
Into people they bumped, (9)
And everyone looked
As old ladies jumped. (#)

Then someone on the sidewalk
Walked into the store
Those monkeys didn't see
When they hit the glass door. (10#)

Now with this bike in pieces
They looked around for a sign,
And figured they could balance
All five monkeys at one time.

The bike wobbled to and fro,
There really wasn't room
One monkey managed to pedal
And away they went – zoom!

Standing guard in the street
With his hand held high,
A policeman just stared
As the monkeys rode by.

The policeman shouted,
He called out "Stop!"
The monkeys waved back,
And the bike went – plo!

Then the policeman said,
"We've been looking for you,
And those five blue bikes
You took from the zoo." (11#)

"Don't you know that
When you go out to play,
You mustn't take bicycles
And just ride away?"

"You have to ask first,
And follow all the rules
So you can safely ride a bike
And not look like fools!"

So home went the monkeys
Where they safely must stay.
But they'd like to ride bikes,
And go out to play.

Point out all the things
That the monkeys should learn
To gain the respect
That they need to earn

Answer Key – Five Little Monkeys

Key to things that the monkeys did wrong:

1. Riding side by side.
2. Riding in the middle of the street.
3. Riding more than one person to a bike.
4. Racing bikes in the street.
5. Going too fast around a curve.
6. Not being careful at a railroad crossing.
7. Riding on the wrong side of the road.
8. Riding through a red traffic signal.
9. Not respecting people walking.
10. Riding on the sidewalk.
11. Stealing the bikes.

Bicycle Hand Signals



Right Turn



Slow or Stop



Left Turn



Parent/Caregiver Tip Sheet

Bicycling Basics

This week in school your child learned how to use their senses to gain a better understanding of their environment and basic rules for riding on a child vehicle such as a scooter, tricycle or bicycle with an emphasis on safety at driveways.

1. Use your SENSES and be alert when riding!
2. Be careful at DRIVEWAYS. Always look left-right-left before crossing a driveway.
3. Don't monkey around. Always follow these basic RULES:
 - Wear a helmet when riding.
 - Ride one to a bike.
 - Keep to the right.
 - Ride single file.
 - Keep hands on handlebars.
 - Obey traffic rules.
 - Watch for cars.
 - Be respectful of people walking.

Remember:

Although kids may not yet have the skills to ride a bike, they can begin to develop awareness and understand safety near traffic. These concepts are essential to incorporating healthy activities such as walking and cycling into their daily lives later on. Help them learn safe and healthy behaviors by reinforcing basic safety concepts.

Did you know?

Kids learn by example. Parents who are good role models and continually demonstrate how to be safe near traffic play a vital role in their child's understanding of these rules.

Children in kindergarten and first grade:

- Are developing and increasing small muscle motor skills.
- Enjoy testing muscle strength and developing balance.
- Have difficulty staying focused on one task.
- Can begin to adopt and maintain a physically active lifestyle.

PRACTICE AT HOME!

Bicycling Basics

Children ages 5-6 do not yet have the refined motor skills needed to ride a bike safely, but they are capable of learning body coordination skills for riding a bike. Their ability to balance is still in the developmental process. Teaching a child to enjoy activities that they can incorporate into their daily life may help them avoid being one of the more than 30 percent of American children who struggle with obesity. At this age they usually ride bikes, tricycles, or scooters for recreation, but as they become more proficient with age and experience, they may eventually use bicycles for transportation.

Talk to your children about what senses they should be aware of when riding a bicycle, tricycle or scooter.

Hearing

- What noises do cars make? What should you do if you hear traffic?
- What does a siren sound like? What should you do if you hear a siren?

Sight

- When you see the edge of the roadway, what should you do?
- What hazards should you look for? What should you do if you see a hazard?
- What colors are bright? Why should you wear bright colors?

Touch

- How should your helmet fit? If you feel it rocking side to side, what should you do?
- Where should your hands be when you ride?

Ask your child to tell you the rules for riding. Give them hints for each:

- Ride one to a bike.
- Keep to the right.
- Ride single file.
- Keep hands on handlebars.
- Obey traffic rules.
- Watch for cars.
- Be respectful of people walking.
- Wear a helmet when riding.



Make time for fun physical activities with your children that will keep them healthy and active into adulthood. Take your child along in a bike seat, bike trailer, or a trail-a-long and talk about the rules of the road. Point out signs and explain what the colors mean. Introduce them to the senses they should use when riding.

Let's Go Biking!



Name _____

Child Assessment

1. Mark the bubble under the picture that shows children riding single file.



A



B



C

2. Mark the bubble under the picture that shows a child riding respectfully.



A

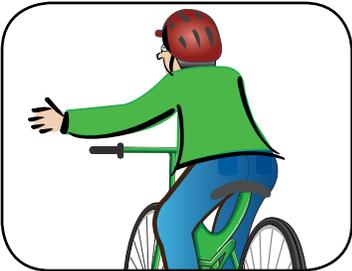


B

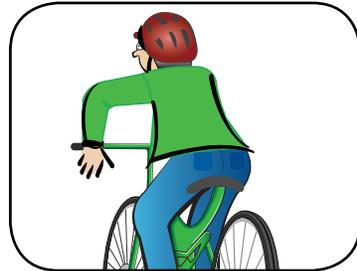


C

3. Mark the bubble under the picture that shows a child signaling right.



A



B



C

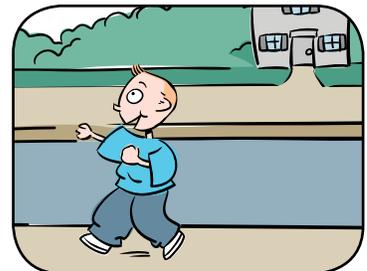
4. Mark the bubble under the picture that best shows a child riding safely, wearing bright colors.



A



B



C

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Mark the bubble under the picture that shows children riding single file.
2. Mark the bubble under the picture that shows a kid riding respectfully.
3. Mark the bubble under the picture that shows a child signaling right.
4. Mark the bubble under the picture that best shows a child riding safely, wearing bright colors.

Answers:

1. C
2. A
3. C
4. B



Bike Control



Time: 30-45 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote student retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through students' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Teachers should use their discretion to break up material to accommodate their daily schedules. The following Skill-Building Activities are an essential component to this curriculum, and all lessons should be complemented with the reinforcement of safe bicycling behavior.

Lesson Objectives

The objective of this introductory lesson is to teach children balance and control on a simplified bicycle. Practicing these skills will develop balance and strength, core abilities need to ride a bike safely. Teaching basic skills for riding can ready them for big adventures when they graduate to riding a real bike for the first time. At this age, it is important to emphasize that children should not practice in traffic, but they are gaining important skills so that one day they may become independent bicyclists.

Child bicyclist safety tips

Before you let a child ride a bicycle unsupervised, on the street, on paths, or on sidewalks that intersect with streets, make sure that they meet the following criteria:

- The child can balance and look over his or her left shoulder for traffic from behind and keep the bike going straight.
- The child has completed on-bicycle instruction in basic traffic skills.
- The child has developed judgment skills to decide how to interact with all other road users.
- The child has developed perceptual ability to see, hear, and understand signs and signals, and react correctly to traffic.

Most children cannot meet all of the above criteria until 3rd or 4th grade, or older. Adult supervision is essential for all children until they do. A wise parent or teacher should check frequently to make sure the child follows good safety practices and parental bicycling rules.

- Young children just learning to ride on a sidewalk or pathway should be closely supervised by an adult. Sidewalks may often be blocked by trees, shrubs, or other objects, making it difficult to see traffic. Sidewalks often cross more shared traffic areas, such as driveways and intersections, than streets or roads. As soon as basic traffic skills are mastered, a bicyclist should ride on the street, not the sidewalk.
- Parents who ride bicycles should model good safety practices. Always wear your helmet and replace your helmet or your child's any time it is involved in a crash. The small cost of buying or replacing a helmet can prevent the need for an emergency room visit or hospital stay.

The children will be able to:

- Demonstrate how to wear a helmet.
- Scoot and balance on two wheels.
- Propel themselves to glide straight ahead.
- Start and stop wheeled equipment.

Why This Lesson is Important

Bicycling is an important skill for children to learn because it will give them the ability to choose healthy, active transportation options into adulthood. This lesson covers basic bike control and develops balance, which is fundamental in learning to ride a bicycle. Teaching kids how to ride a bike early on encourages physical fitness, awareness of their surroundings and an understanding of their environment that they won't get in a car.

Essential Standards

<p>PE.K.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.K.MC.2.3: Use teacher feedback to improve basic motor performance.</p> <p>K.PCH.2.1: Recognize the meanings of traffic signs and signals.</p> <p>K.PCH.2.4: Identify appropriate responses to signs, sounds, and labels.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>K.NPA.1.3: Recall activities for fitness and recreation during out-of-school hours</p> <p>K.PR.4: Use behavioral strategies that are responsible and enhance respect of self and others and value activity</p> <p>K.C.2.1: Use dramatic play to improvise stories and situations.</p>	<p>PE.1.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>PE.1.MC.2.1: Use movement and manipulative skills involving equipment.</p> <p>PE.1.HF.3.2: Select physical activities based on one's interests and physical development.</p> <p>1.PR.4: Use behavioral strategies that are responsible and enhance respect of self and others and value activity</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall activities for fitness and recreation during out of school hours.</p> <p>1.C.2: Use improvisation to communicate activities in a variety of situations.</p>
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Common Core

<p>CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>CCSS.Math.Content.K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>CCSS.Math.Content.K.G.A.1: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self determination to build independence.</p>
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Skills Course Materials

- Balance bicycles
- Child-sized bicycles with pedals removed
- Bicycle helmets
- Extra helmet sizing pads of various thicknesses
- Surgical or painter's cap for each child (wear under helmet to keep it clean)
- Bicycle tools: A variety of hex keys (also called Allen wrenches, typically metric) and adjustable crescent wrenches for seat and handlebar adjustments; pedal wrench to remove pedals
- Bike pump
- Bike Control Course Set Up Diagram
- Masking Tape or Chalk for Skills Course
- Tape Measure
- Free-standing stop sign
- Whistle
- Bicycle Geometry Exercise
- Parent/Caregiver Tip Sheet
- Child Assessment – Beginner Skills Checklist (Class)
- Child Assessment – Beginner Skills Checklist (Individual)

Preparation

Before the class session:

Review the ***Let's Go Biking! Teaching The Skill Building Activities*** video which can be found in the For Instructors portion of the *Let's Go NC!* Interface.

Check general condition of helmets and bikes. Ensure enough time to fit helmets. This will go more quickly with knowledgeable volunteers assigned to this specific task.

Prepare bicycles based on class needs. Smaller children should use balance bicycles (no pedals) while taller ones may be able to use child-sized bicycles with the seats lowered and pedals taken off. Remove pedals from non-balance bikes and lower seats before the start of class.

Set up course according to Bike Control Layout diagram prior to classroom activity using masking tape. This course will be used for Lesson 5 only.

NOTE: The course should be set up so that there is sufficient space for children to circle around the course on their bikes to go through the course again. Use a smooth surface without a steep slope.

Review and prepare the ***Beginner Skills Checklist for Grades K-1***. The checklist should be sent home after the Skill Building Activity along with the Parent/Guardian Tip Sheet included in this lesson.

An assistant is needed to conduct the optional turning skill at the end of the "Ride in a Straight Line activity." In addition, it may be helpful to have volunteers on hand during class time to assist with preparing bicycles and helmets or conducting skill-building activities. Coordinate with assistants in advance.

Lesson 5 – Demonstration and Skill Building Activity



► **Time:** (30-45 minutes)

1. **Helmet Fitting**
2. **Bike Fitting**
3. **Scoot and Balance**
4. **Ride in a Straight Line**
5. **Stop Quickly and Safely**

Introduction

Many young kids may not yet be able to ride a bike. This lesson gives children the opportunity to practice their bicycle handling skills in a safe environment away from traffic to master balance. All new skills require practice, and with each attempt they will be able to control the bike better. Beginners should start by propelling the bicycle with their feet while sitting on the seat, eventually kicking off to scoot and balance for longer and longer periods of time. Ultimately they will develop enough skill to propel themselves forward and have complete control of the bicycle while they are balancing with their feet off the ground.

Children with disabilities may have compromised balance and still be able to ride a 3-wheeled bicycle (trike). See the Instructor's Guide for more detailed information on working with children of all abilities.

Assess skills using the ***Child Assessment – Final Skills Checklist for Grades K-1 (Class)*** during the lesson.

1. Helmet Fitting

Help kids to fit helmets using their own or helmets or those that are borrowed as part of the course in preparation for the on-bike lessons to follow. If kids need to share helmets, use the surgical cap between fittings.

- Use the straps and sizing pads to get it to fit just right. The helmet should sit level on the head and cover the top of the forehead, so that you can put 2 fingers between your eyebrows and the helmet.
- Straps should be adjusted to fit snugly, but not tightly, forming a V under each ear. A helmet with loose straps can come off in a crash. With your helmet buckled, you should not be able to take it off, rock it from side to side or back and forth.

2. Bike Fitting

If there are not enough bikes for all of the children, have them take turns.

- Fit children to a balance bicycle or a child-sized bicycle with the pedals removed.
- Adjust the seat height so that the child can sit on the seat while allowing both feet to touch the ground.

3. Scoot and Balance

Maintaining balance is a big step in teaching a child to ride a bike. Getting a strong start is important to gaining balance quickly.

- Have children scoot along the side of the course on a flat surface with their feet on the ground to get a feel for how the bike leans and steers. This will help them to develop confidence on the bike. Have someone at the other end to help the kids turn around to come back to the start.
- Next, have them try kicking off with their feet and gliding with their feet off the ground. At first, they may only be able to steer themselves and balance for a few seconds, but with time and practice they will be able to keep their feet off the ground longer while still maintaining control of the bike while they glide. Finally, the child raises his/her feet off the ground while coasting on the bike. This indicates the child has mastered being able to balance on a moving bicycle.

Tip: If you have children who are using short, stuttering steps after their first try, have them observe children who are taking longer strides or gliding.

Tip: Instructors/volunteers can even help the children by giving them a gentle push to show how the bike will tend to stay up when it's moving forward. Instructors may need to let children who continue to use short, stuttering steps know that their feet are actually working as brakes, which bring the bike to a stop and eliminate the opportunity to balance it.

Tip: Balance is easier to keep when the rider is moving faster. If there is a gentle slope, it may be easier for them to balance on the bike while moving downhill.

4. Ride in a Straight Line

Once the children are able to balance, they should try riding in a straight line on the **Bike Control Course**. It's important for cyclists to be predictable (display vocabulary card) to others when they are riding. Explain why strength and balance are important to being able to control (display vocabulary card) a bicycle and why riding in a straight line is important. Riding in a straight line without swerving helps a child to develop control of the bicycle which is necessary before moving onto more advanced skills.

- Explain that children will be gliding down the course while trying to keep their wheels on the dashed line in the center. The objective is to ride within the solid lines which are 4 feet apart.
- Send children onto the course one at a time, leaving a few seconds between riders.
- Have them glide back and practice on the course a second time to demonstrate that they can ride in a straight line.
- Optional: Have a volunteer at the end of the course to instruct each child to turn either right or left after they have stopped at the stop sign. The children should turn the appropriate direction to practice steering and then glide back to the start.

5. Stop Quickly and Safely

Show children the Stop sign and review what it means. Explain the importance of stopping and reasons that they may need to stop. Place the Stop sign at the end of the course.

- As the children reach the Stop sign, have the volunteer yell, "Stop!" They must stop their bikes using their feet and/or hand brakes if they are available.
- Have each child practice stopping at the end of the course several times.

At the end of Lesson 5, transfer skills assessments to **Child Assessment – Final Skills Checklist for Grades K-1 (Individual)**. This assessment can be copied onto the back of the Parent/Caregiver Tip Sheet and sent home with the child.



Suggestions for a Balanced Curriculum

Grades
K-1
Lesson 5

Bike Control

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.

Mathematics

Give each child the **Bicycle Geometry Exercise** from the *Materials* section. Have children identify different geometric shapes that make up the bicycle frame using grade level appropriate concepts. Most bikes have 3 triangles, sometimes more. There are several circles on a bicycle frame, including the wheels, cassette and chain-ring. The frame of the tandem contains a parallelogram.

Can they count the shapes and name them all? One option is to have children dissect the bicycle using tracing paper to find all of the shapes.

Have children make a model of a bicycle by using shapes from components, using clay, or drawing the shapes.

English Language Arts / Arts Education

- Group children into pairs and assign each pair a behavior or skill related to bicycling safety. In each pair, one child should have the role of the bicyclist and the other the role of the Community Helper.
- Have kids create a skit where the bicyclist acts out the wrong way/unsafe action and the Community Helper stops the bicyclist and assists with giving advice on how to behave/act properly. In the skit, the Community Helper should explain why the bicyclist was behaving or acting in an unsafe manner, and the bicyclist should correct his/her action.
- Instruct each group to develop a short skit that informs the audience about the topic and demonstrates concepts in action.

Behavior/skill examples include:

- Wearing headphones
- Using hand signals
- Carrying items on handlebars
- Wearing a helmet
- Choosing the right clothing
- Stopping at driveways
- Asking an adult for permission
- Obeying stop sign/traffic signal
- Riding at night or in the rain
- Riding 2 on a bike (appropriate for a group of 3 children)

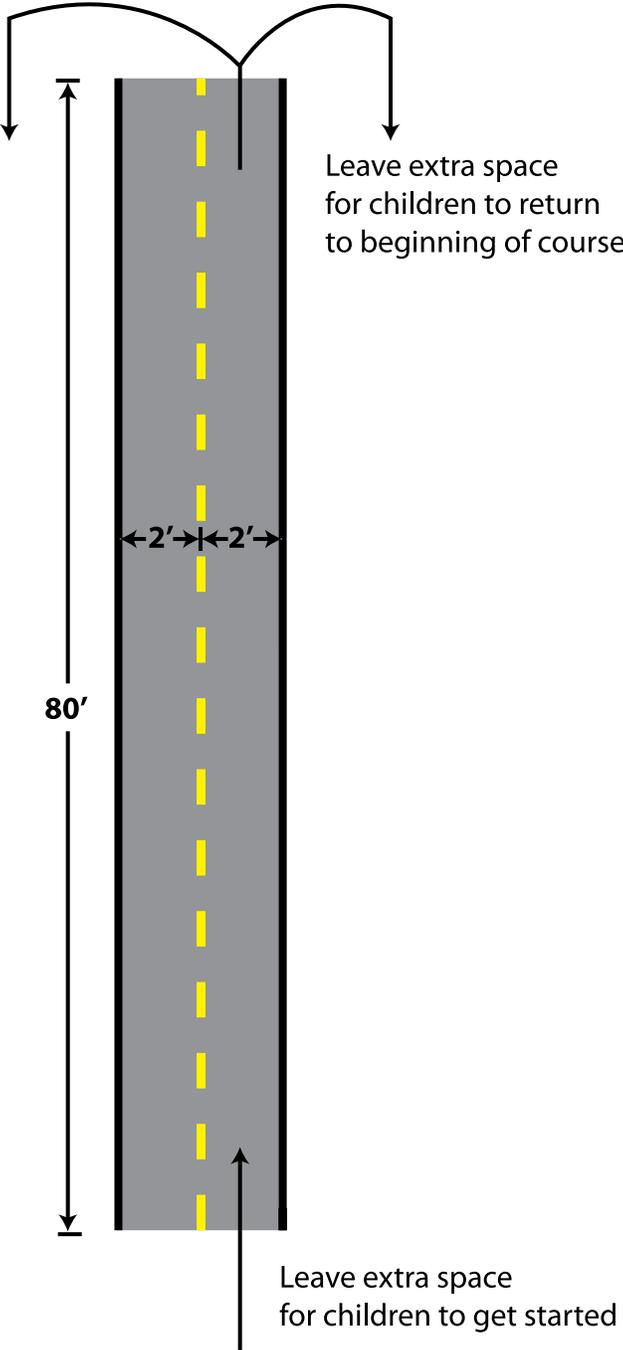
Video submissions of performances to the NC Safe Routes to School Program are encouraged!



Set Up Diagram

Bike Control Course

Use this diagram to set up your skills course for Lesson 5. If space and staffing permit, you can lay out a second course beside the first one so more children can participate at one time.



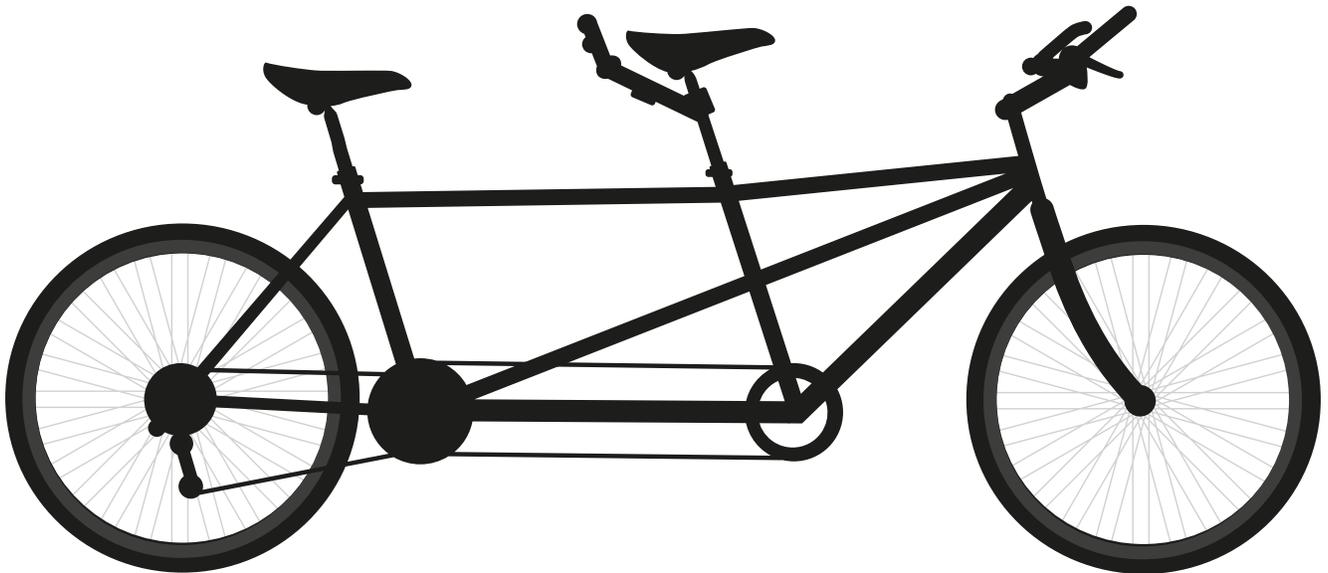
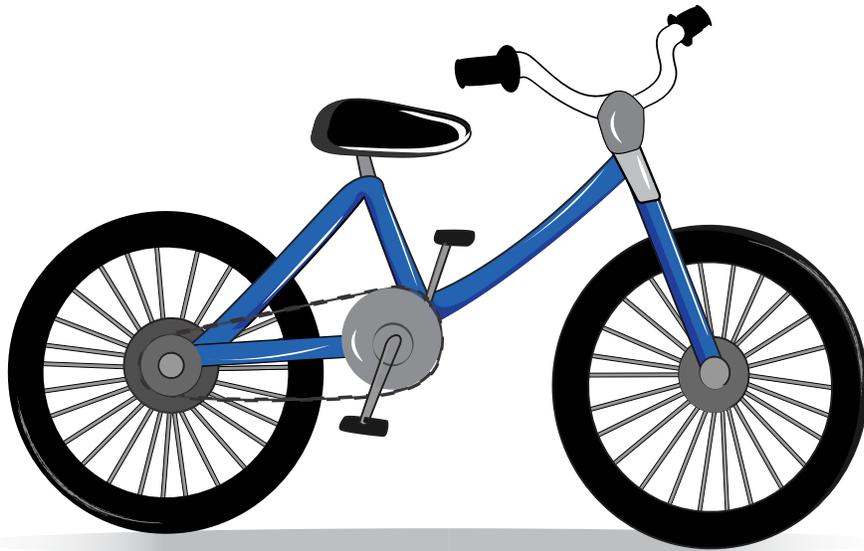
Let's Go Biking!



Name _____

Bicycle Geometry Exercise

Find the Geometric Shapes!



Tandem Bike



Bike Control

This week in school your child learned about strength, balance, and control by riding a simplified bicycle in a supervised, safe environment. After being fitted with a helmet, your child learned how to push off and scoot, working toward mastering balance of the bicycle by gliding in a straight line.

We discussed and practiced how to stop the bicycle. It's important at this age that children can stop safely because they will encounter situations, even under close supervision, where they must be able to perform this skill. You can help your child learn how to stop safely and quickly by having him or her ride in a straight line and stop quickly when you yell, "Stop!"

Remember:

Before you let your child ride a bicycle unsupervised, on the street, on paths, or on sidewalks that intersect with streets, make sure that they meet the following criteria:

- The child can balance and look over his or her left shoulder for traffic from behind and keep the bike going straight.
- The child has completed on-bicycle instruction in basic traffic skills.
- The child has developed judgment skills to decide how to interact with all other road users.
- The child has developed perceptual ability to see, hear, understand signs and signals, and reacts correctly to traffic.



Did you know?

Most children cannot meet all of the above criteria until 3rd or 4th grade, or older. Adult supervision is essential for all children until they do. A wise parent or teacher should check frequently to make sure the child follows good safety practices and parental bicycling rules.

Children in kindergarten and first grade:

- Are developing and increasing small muscle motor skills.
- Enjoy testing muscle strength and developing balance.
- Have difficulty staying focused on one task.
- Can begin to adopt and maintain a physically active lifestyle.

PRACTICE AT HOME!

Bike Control

Children ages 5-6 do not yet have the refined motor skills needed to ride a bike safely, but they are capable of learning body coordination skills for riding a bike. Their ability to balance is still in the developmental process.

Encourage your children to work on basic skills that will help as they learn to ride a bicycle by setting up a course in a safe level area. If your child is having difficulty riding a bicycle, the points below will help you instruct your child on how to develop balance and confidence. You should use a balance bicycle or take the pedals of a small child's bicycle and lower the seat to where your child can comfortably plant both feet on the ground.

- Start your child off by having him or her scoot along on a flat surface with feet on the ground to get a feel for how the bike feels as it leans and steers.
- Have your child try kicking off with their feet and gliding with their feet off the ground on the course you have laid out. At first, they may only be able to steer themselves and balance for a few seconds, but with time and practice they will be able to keep their feet off the ground longer while still maintaining control of the bike while they glide. Getting a strong start is important to gaining balance quickly. Your child will begin to master balance on the bicycle when he/she raises his/her feet off the ground while coasting on the bike.
- If your child is able to glide comfortably for longer distances, have him or her practice steering and stopping. Eventually your child will be ready for a bike with pedals and that's when the real fun starts!

Tips

If you have children who are using short, stuttering steps after their first try, have them spend a few minutes observing children who may already be taking longer strides or gliding.

Instructors/volunteers can even help the children by giving them a gentle push to show how the bike will tend to stay up when it's moving forward. Instructors may need to let children who continue to use short, stuttering steps know that their feet are actually working as brakes, which bring the bike to a stop and eliminate the opportunity to balance it.

Balance is easier to keep when the rider is moving faster. If there is a gentle slope, it may be easier for them to balance on the bike while moving downhill.





Name _____

Child Assessment

Beginner Skills Checklist for Grades K-1

Parent/Guardian: Please sign this report below and have your child return it to the instructor.

During the Basics of Bicycling course, your child worked on the bicycle skills shown below to help prepare him or her to bicycle safely in traffic. The following scoring symbols indicate your child's level of achievement:

Good **+**

Satisfactory **✓**

Needs more work **—**

Please encourage your child to continue working on these skills to master them.

Child fitted with helmet (mandatory)	Can scoot and balance on the bicycle	Can glide with feet off the ground using long strides	Can glide consistently in a straight line without swerving	Uses feet or brakes to stop quickly and safely	Can steer the bike to the right or left without wobbling

Comments:

Signature of parent/guardian

Date