



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

<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.RL.K.1: With prompting and support, ask and answer questions about key details of a text.</p> <p>CCSS.ELA-Literacy.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</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> <p>CCSS.ELA-Literacy.RL.1.1: Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>

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.”**

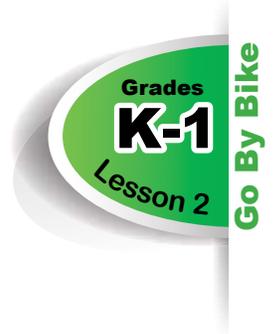
To re-enter the game, another child (helper) must grab a “healthy food,” call out why it is healthy, and bring it to the couch potato. The child must yell, “get off the couch and ____!,” inserting a healthy active mode of transportation (walk, run, bike, skip, jump, gallop, etc.) The child who was the 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?*

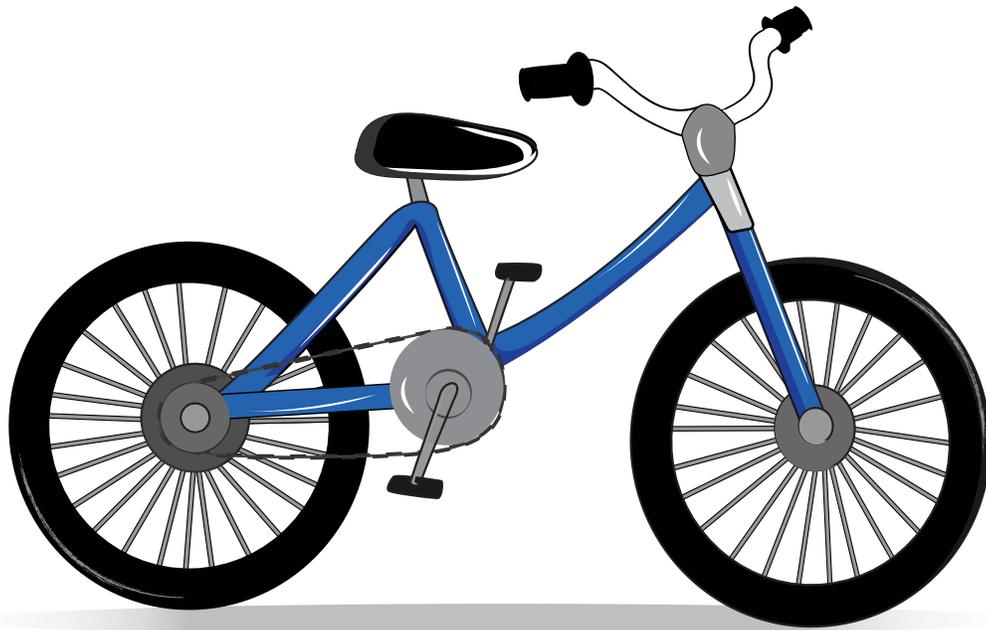
Kevin and his dad both ride bikes, but their bikes are for different purposes.

- *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

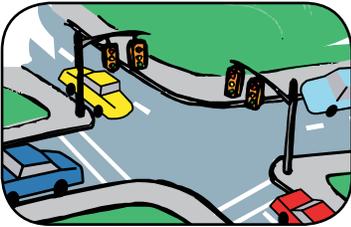


B

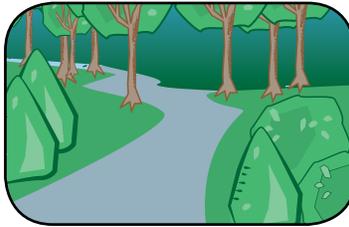


C

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

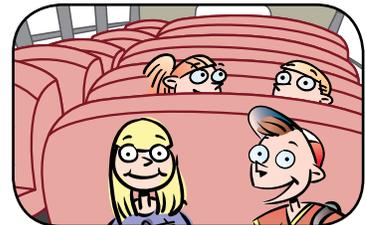
4. Mark the bubble under the picture that best shows a healthy, active kid.



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