



Bicycling Basics



Time: 35-40 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 schedule. 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 lesson is to teach children basic actions, reactions, and behaviors that will help them stay safe while cycling.

The children will be able to:

- Know what they need to do before they should ride.
- State what they should do when they come to a driveway to avoid colliding with a vehicle.
- Be able to use the proper hand signals.
- Understand risky behaviors to avoid.

Why This Lesson is Important

At this age, most children will be cycling on sidewalks and trails, so they need to understand how to avoid collisions with vehicles entering or exiting driveways. By wearing a properly fitted helmet and using hand signals, children can reduce the chances of collision with other vehicles and pedestrians. Learning risky behaviors to avoid can also improve their safety while cycling.

Essential Standards

<p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.V.1.2: Create original art that expresses ideas about people, neighborhoods, or communities.</p> <p>2.V.3.3: Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.</p>	<p>3.V.1.2: Understand that artists use their art to express personal ideas.</p> <p>3.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>
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Common Core

<p>CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.L.3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal 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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Bicycling Basics

Grades

2-3

Lesson 3

Materials

- Bicycle Hand Signals
- “I Spy” Worksheet
- Red and green crayons or markers for each child
- Parent/Caregiver Tip Sheet
- Child Assessment and Answer Key – Find the Safety Do’s and Don’ts
- Child Assessment and Answer Key – I Ride Safely!
- Parent Notification Letter and Consent Form (Instructor’s Guide, Appendix B)

Preparation

- Confirm that volunteers are ready to assist you with setting up and conducting on-bicycle course in Lessons 4-5.
- Remind children to bring their Consent Form back to school before Lesson 4 begins.

Part 1 – Discussion and Demonstration

► **Time:** 20-25 minutes

1. Watch for Driveways
2. Use Hand Signals
3. Avoid Risky Behaviors
4. Safe or Unsafe?

Introduction

The instructor will...

- Lead the discussion on how to be safe and cautious where sidewalks cross driveways.
- Review the hand signals with children.
- Discuss risky behaviors and why they are dangerous.
- Help children learn to wear their helmet correctly.

Before you ride your bike, you should always ask an adult for permission. When you ask an adult, be mindful of where they tell you that you can ride. They will tell you the safest place to ride your bike. Until you master the skills to handle your bike, you should always ride on the sidewalk, a pathway, or near your home.

Always stay in the safe place that they tell you to ride.

1. Watch for Driveways

As you are bicycling, you may come to a driveway. Remember that even though we are on the sidewalk and off the street, this is one area where bicycles and cars share space together.

Raise your hand if you have a tip about how to be safe before you cross a driveway on your bicycle?

(Suggested answers below.)

- Stop before you get to the driveway.
- Check cars that may be parked in the driveway. If there is a person inside or the back white lights are on, **DON'T MOVE!** Stop and wait until you know the car is not moving.
- Look left, right, and left again to make sure cars aren't coming before you cross the driveway.

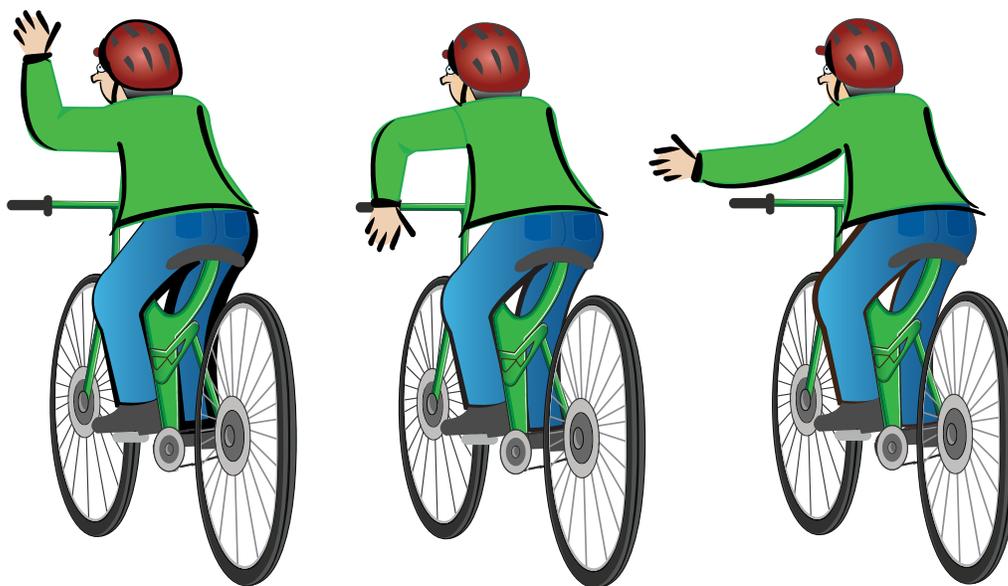
If there is no one in the car, the lights are not on, and all directions are clear, it is safe to cross. Ride your bike with your head up, looking for traffic as you cross.

You should also watch for cars that may be turning into driveways from the street and be prepared to stop.

2. Use Hand Signals

[Give children a copy of the "Bicycle Hand Signals" handout to review while you go over the following material.]

It's important that bicyclists let other bicyclists, drivers and pedestrians know when they are turning or stopping. Let's review the hand signals that bicyclists use to communicate:



Right Turn

Slow or Stop

Left Turn

- Which hand do you use to signal?
- How do you show a left turn?
- How do you show a right turn?
- How do you show slowing or stopping?
- When should you use these hand signals?
- Why do you use these signals?

When turning, slowing, or stopping, you use signals to tell others what you are about to do! Therefore, you use the signal before you make your move.

Depending on how well children do, the instructor may want to play a game by calling out signals in a different order until children indicate mastery of the signals.

3. Avoid Risky Behaviors

Engage children in a discussion on what is meant by a “danger” or a “risk” and the topic of risky behaviors. Go through examples of risky behaviors that they should avoid doing when riding a bicycle. Talk about why each example is “risky.”

What is meant by a “danger” or a “risk?”

- *An activity that might injure or hurt someone.*

Can you name some risky behaviors that you should avoid doing while on a bicycle?

- *Riding two people on one bicycle,*
- *Carrying bags on the handlebar,*
- *Riding the wrong way down a street,*
- *Not following the rules at traffic signs or traffic lights (One Way, Stop, Do Not Enter),*
- *Cycling at night, and*
- *Cycling in the rain.*

4. Safe or Unsafe?

Describe the following scenarios and have children tell you whether the person is being safe or unsafe.

- *Kumar puts his helmet on but forgets to ask his parents before he goes to the garage to get his bicycle.*

[Kumar should always ask his parents before he rides his bicycle!]

- *Avery was going to ride her bicycle to her friend’s house, but she decides to grab an umbrella and walk because it is raining.*

[Avery did the right thing. She shouldn’t ride her bike when it is wet.]

- *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.*

[Lauren did not do the right thing. Don’t put things on your handlebars because they can get caught in your wheels and cause a crash. If you can, put items in a backpack before riding.]

- *Ed is going to ride his bicycle with his dad to the library so he takes his ear buds out and turns off his music player.*

[Ed did the right thing. He turns off all devices, so he can be fully aware of traffic while riding his bicycle.]

- *After dinner, Madeline changes into her favorite navy blue shirt and pants before riding her bike to the store to get ice cream with her older brother.*

[Madeline should not wear dark colors when riding her bike. She should have chosen a shirt that was bright, so she is visible to drivers.]

- *As the traffic light changed from yellow to red, John started slowing down using the brakes and stopped his bicycle to wait for the light to turn green.*

[John did the right thing. Always follow traffic signs and signals when riding your bicycle. When a traffic light is red, that means stop.]



- One of the bikes has a flat tire, so Sarah decides to sit on the handlebar while Shawn pedals.

[Sarah and Shawn should never ride with two people on one bicycle. They could lose control and crash. It's better that they dismount and walk the bicycle to get where they are going.]

Part 2 – Activity

► **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 dangerous or risky behaviors will help keep them safe. These skills will be the foundation for riding a bike using safe behaviors later on.

I Spy!

Distribute the **Find the Safety Do's and Don'ts** to each child (at the end of this lesson). Have them collaborate in groups or work alone.

Ask children to use a green marker to number from 1-5 the 5 safety “Do’s” or safe behaviors in the picture. Next ask them to use a red marker to number from 1-5 the safety “Don’ts” or dangers.

Here is a list of what they should find:

Do's:

1. Child and adult stopping at curb;
2. Child holding adult's hand walking on the sidewalk;
3. Cyclists riding in a single file;
4. Cyclists wearing bike helmets;
5. The cyclist near the stop sign is giving a hand signal to turn.

Don'ts:

1. Child throwing an object out the bus window;
2. Cyclists riding side-by-side;
3. Cyclist riding without a bike helmet and crossing in the middle of the block;
4. Child crossing between parked cars;
5. Child chasing a ball out into the road.

Use the Child Assessment **I Ride Safely!** Have children draw themselves performing a safe behavior and write about what they can do to be safe while bicycling on the bottom of the page.

Review (optional)

► **Time:** 5 minutes

The instructor will review...

- What to watch for when exiting driveways,
- Hand signals, and
- Risky behaviors to avoid.
- Correct answers to the Child Assessments. Go over the Safety Do's and Don'ts that are found in the Key. Have kids discuss what they drew in the “I Ride Safely!” exercise and talk about each behavior.



Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 3

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.

English Language Arts

Distribute the ***Bike Your Way Through Grammar and Punctuation!*** handout found in the materials section to each child. Have them respond to the 10 questions on sentence structure, parts of speech, word choice, and punctuation.

Arts Education

Ask children to draw what they should do at driveways to be a safe bicyclist. Have them list the safe behavior on the bottom of the page. Ask for volunteers to show their drawings and describe the safe behaviors that they should use at driveways.

Alternatively, you can do this exercise by having children use other processes – painting, collage or mixed media – instead of drawing. You may also have the opportunity to use computer software that allows the children to express themselves creatively in a digital or online format. ***Electronic submissions of art to the NC Safe Routes to School Program is encouraged!***

Bicycle Hand Signals

Bicycle Hand Signals

Use the hand signals below to tell other bicyclists, drivers, and pedestrians what you are about to do.



I use this signal before I turn

RIGHT



I use this signal before I turn

LEFT



I use this signal before I

SLOW or STOP



Name _____

Bike Your Way Through Grammar and Punctuation

There are so many great places to ride a bike. You can ride your bike to the grocery store or the library. You can bike to school when it is nice outside. You can ride your bike around the neighborhood, too. Cycling is fun for everybody.

1. Which is the topic sentence of this paragraph?
 - A. There are so many great places to ride a bike.
 - B. You can ride your bike to the grocery store or the library.
 - C. You can bike to school when it is nice outside.
 - D. Cycling is fun for everybody.

We were looking at _____ bikes at the bike shop.

2. Which word correctly completes this sentence?
 - A. kids
 - B. kid's
 - C. kids'

The boys promised that them would ride home before dark.

3. Which pronoun should be used in place of the underlined word?
 - A. they
 - B. their
 - C. those
 - D. they're

Richard enjoys swimming laps, bicycling and running.

4. Where should a comma be added in this sentence?
 - A. after *enjoys*
 - B. after *swimming*
 - C. after *bicycling*
 - D. after *and*

We always obey traffic signs and signals.

5. Which is the verb in this sentence?
 - A. always
 - B. obey
 - C. signs
 - D. and

Who can help me lock my bike to the bike rack?

6. Which part of speech is the underlined word in this sentence?
- A. verb
 - B. adverb
 - C. pronoun
 - D. adjective
7. David is looking up information on Bicycle Repair in a book on bikes. Where would he MOST LIKELY find definitions for the parts of the bicycle in the book?
- A. index
 - B. glossary
 - C. title page
 - D. front cover
8. Which sentence has the correct punctuation?
- A. Kristy asked her mom, Is it ok if I ride my bike to school?
 - B. Kristy asked her mom, "Is it ok if I ride my bike to school?"
 - C. Kristy asked her mom, "Is it ok if I ride my bike to school?"
 - D. Kristy asked her mom "Is it ok if I ride my bike to school?"

The police officer said, "always stop at stop signs when you ride your bike!"

9. Which word in this sentence should be capitalized?
- A. police
 - B. said
 - C. always
 - D. you

My older brother fixed the flat tire on my bike.

10. What is the subject of this sentence?
- A. older
 - B. brother
 - C. tire
 - D. bike



Parent/Caregiver Tip Sheet

Bicycling Basics

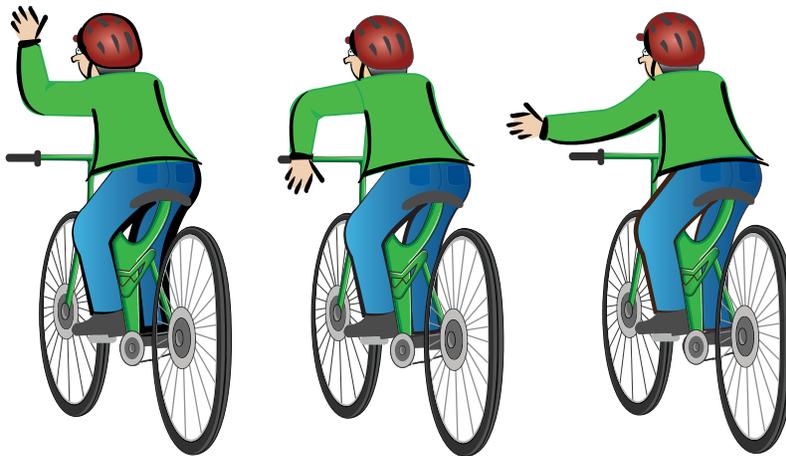
Today your child learned about bicycling safely and how to avoid behaviors that might put him/her at risk of an accident.

First, we learned about how to be aware of driveways and how to avoid accidents that may happen in these areas. Here are safe behaviors to know and use:

- Stop before reaching a driveway.
- Check cars that may be parked in the driveway. If there is a person inside or the back white lights are on, DON'T MOVE! Stop and wait until you know the car is not moving.
- Look left, right, and left again to make sure cars aren't coming before crossing the driveway.

We also reviewed hand signals for bicyclists to ensure that we were communicating well with other cyclists and motorists.

Children really enjoy learning hand signals. Ask your child to demonstrate the following hand signals and explain their meanings:



Right Turn

Slow or Stop

Left Turn

Here are some basic risky behaviors that your child learned about in class this week. Review this list with your child so they can have fun AND be safe while riding their bikes:

- *Never ride with two people on one bicycle.*
- *Don't carry bags on the handlebar.*
- *Never ride the wrong way down a street.*
- *Don't ignore the rules at traffic signs or traffic lights (One Way, Stop, Do Not Enter).*
- *Avoid cycling at night or in the rain.*
- *Never bike without your helmet.*
- *Don't ride your bike without asking first!*

PRACTICE AT HOME!

Bicycling Basics

Children Love Cycling

It's time spent talking together, learning about their environment, exploring the neighborhood, enjoying fresh air and exercise. Set a good example for them, and they pick up on your enthusiasm. Family cycling is a great way to spend time together because it introduces them to riding. If they are not yet ready to ride on their own, a trailer bike can be a great way to get them going.

Plan a Ride

Bicycle riding is a fun, healthy activity that people can enjoy all their lives. But it is important to remember that a bicycle is not a toy — it's a vehicle! Talk to your child about where he or she they can ride his or her bike. With breaks, children over the age of six are often capable of riding a dozen miles at one time. Plan the ride so you're going places that will interest the children — playgrounds, farmer's markets, weekend events, etc. Don't overestimate your speed when planning the route. If they're on their own bikes, you may be averaging only 5 mph. Above all, relax! Enjoy the journey.

Be prepared with snacks and water! Have fun!

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 second and third grade:

- Enjoy testing muscle strength and skills,
- Typically have developed a good sense of balance,
- Learn best through active, concrete experiences, and
- Are old enough to grasp more complex information about laws, traffic signs, safety concepts, and personal responsibility for safety.





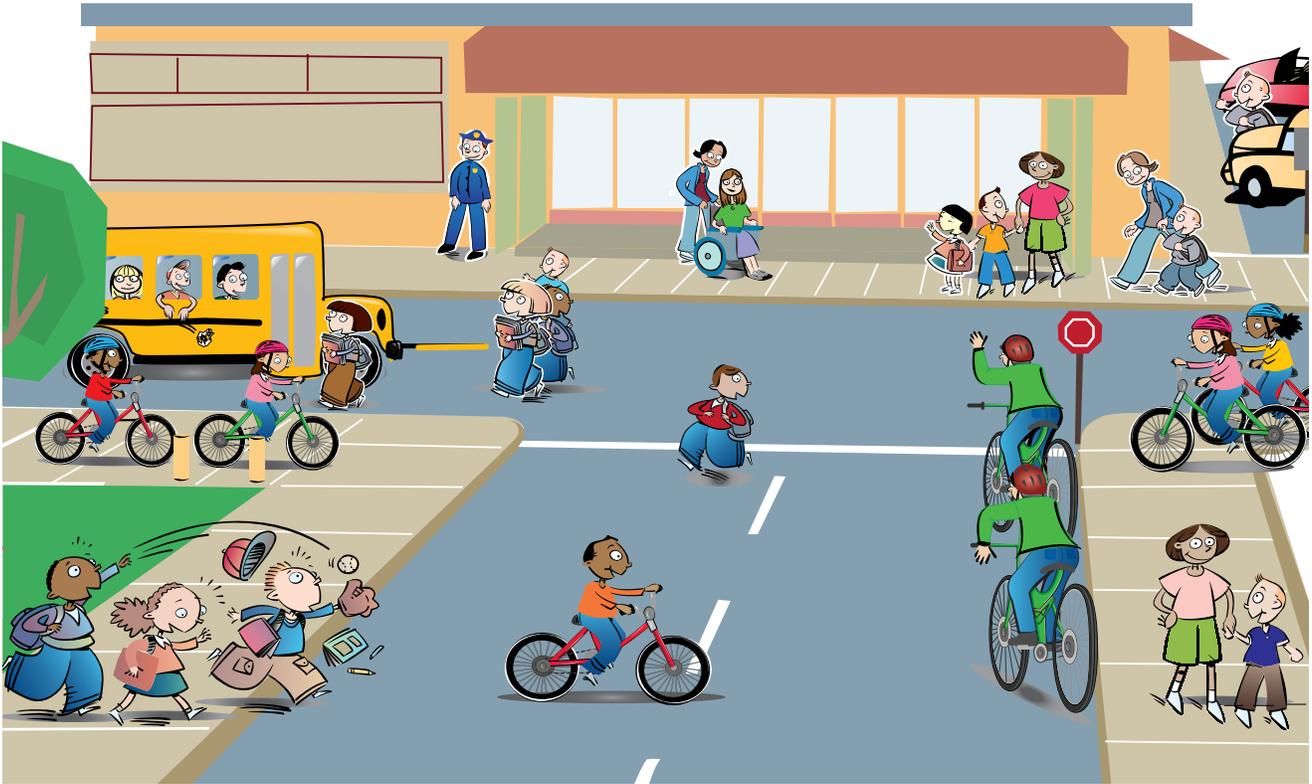
Name _____

Child Assessment

Find the Safety Do's and Don'ts!

I Spy...

See if you can find them all! Use a green marker to number the 5 safety DO's. Use a red marker to number the 5 safety DON'Ts.





Name _____

Child Assessment

I Ride Safely!

Draw yourself on your bicycle showing safe behavior.

Write the safe behaviors you are showing:
