



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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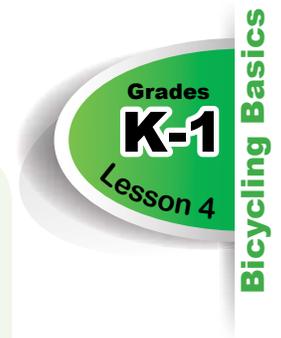
Common Core

<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?

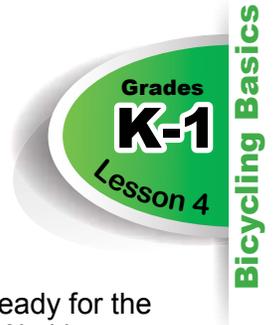
4. Use Hand Signals

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

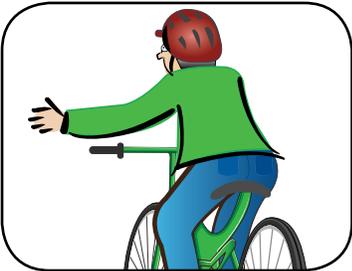


B

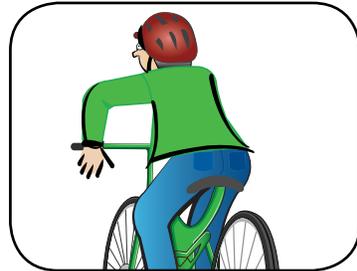


C

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



A



B



C

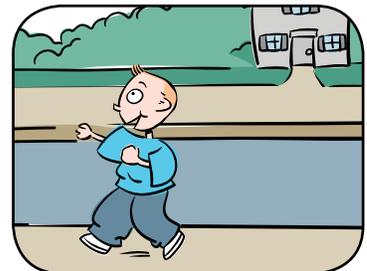
4. Mark the bubble under the picture that best shows a child riding safely, wearing bright colors.



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