University of Miami BikeSafe Physical Education Curriculum for Grades 6th to 8th

THE MIAMI PROJECT TO CURE PARALYSIS

KiDZ Neuroscience Center

UHealth UNIVERSITY OF MIAMI HEALTH SYSTEM

UNIVERSITY OF MIAMI MILLER SCHOOL of MEDICINE

BikeSafe Physical Education Curriculum Grades 6th - 8th

www.iBikeSafe.us

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Teacher's Guide

The University of Miami BikeSafe program aims to improve bicyclist safety and to promote student wellness through bicycling. This curriculum contains four **off-bike** lessons that teach bike safety skills to middle school-aged children through interactive simulations, modeling, and creative activities.

Supplementary to the lesson plans, printable materials including a **pre- and post- test**, are provided to enhance the content of the modules.

Additionally, for those who are interested in incorporating an **on-bike component,** an optional day five lesson plan is provided with instructions to organize a bike rodeo and/or community bike ride. These on-bike activities provide students the opportunity to practice hands on the bike safety skills they learned through the curriculum.

The basic curriculum includes three specific learning modules contained within each of the lesson plans:

- Instructional
- Modeling
- Creative

An **overview** of the lesson components can be found on the left panel of each lesson plan.

Each lesson plan contains an **activity description** (in the middle of the page) and a recommended script for the instructor to follow (on the right side of the page).

We appreciate your participation in the BikeSafe program and teaching your students the importance of bike safety. Please complete and return the **curriculum completion form** (last page of this curriculum). This form enables us to receive feedback as well as keep track of the total number of children reached through our curriculum.

Some of the information contained in this curriculum was obtained and/or adapted from the following organizations:

- *League of American Bicyclists*: www.bikeleague.org
- *National Highway Traffic Safety Administration (NHTSA)*: www.nhtsa.gov
- *Bicycle Transportation Alliance Bicycle Safety Curriculum*: http://walknbike.org/bike-safety
- *Florida's Pedestrian and Bicycling Resource Center*: www.pedbikesrc.ce.ufl.edu

Day 1: Bike Basics

During this lesson, students are introduced to the concept of bicycling as a healthy, active form of transportation and exercise, as well as the concept of bicycle safety. Many students may already bike to school or for fun; students are encouraged to share their own personal experiences with bicycling and safety.

In order to be safe while bicycling, students are taught to make sure they are visible to drivers by wearing bright colors and reflective material on their upper bodies, since drivers generally only see a bicyclist's chest and head. They are also told to make sure they are wearing the appropriate shoes with tied laces (no flip flops or bare feet). Finally, students are told they MUST wear properly fitting helmets in order to protect their brains. These concepts are reinforced by performing a ball passing activity that links a type of pass to each safety concept. To reinforce the necessity of wearing a helmet, students learn about the brain, its fragility, and the functions each part controls. Students are also reminded that if they are under 16 years of age, it is required BY LAW that they wear a helmet while riding a bike.

Day 1 Overview

1. Introduction (2 minutes)
2. Small Groups - Students' Perspective (8 minutes)
3. Bike Safety Principles in Action (10 minutes)
4. "2-Finger" Rule for Proper Helmet Fit (8 minutes)
5. Introduction to Brain Functions (4 minutes)
6. Brain Functions - Jump Rope Jogging Activity (8 minutes)

Materials:

- 1 sheet of blank paper/per group
- 1 pen, pencil or crayon/per group
- Basketballs (or any other balls that are easy to pass quickly)
- Optional: Cones or other markers to divide the court/field into lanes where the students will line up
- Optional: 1 properly fitting bicycle helmet
- *Brain Functions* Flashcards pgs.6-7

Optional Supplemental Materials:

- Video: "*Bike Safe, Bike Smart*" (pg. 46)
- Egg Drop Demonstration (pg. 47)

Sunshine State Standards:

Physical Education Standards

- Movement Competency: *Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.*
  - ✓ PE.6.M.1.1, PE.6.M.1.2, PE.6.M.1.4, PE.6.M.1.5, PE.6.M.1.12, PE.7.M.1.4, PE.7.M.1.7, PE.8.M.1.1, PE.8.M.1.9
- Cognitive Abilities: *Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.*
  - ✓ PE.6.C.1.1, PE.6.C.1.2, PE.6.C.1.12, PE.7.C.1.4, PE.8.C.1.4
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.1.1, PE.7.L.1.1, PE.7.L.1.2, PE.8.L.1.1
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.1.3, PE.6.R.1.5, PE.7.R.1.3, PE.8.R.1.3
- Responsible Behaviors and Values: *Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*
  - ✓ PE.6.R.2.1, PE.6.R.2.2, PE.7.R.2.1, PE.8.R.2.1

Health Literacy Education Standards

- Responsible Behavior: *Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.3.2, HE.6.B.3.4, HE.6.B.3.5, HE.6.B.3.6, HE.6.B.3.7, HE.7.B.3.1, HE.7.B.3.2, HE.7.3.4, HE.7.B.3.5, HE.7.B.3.6, HE.7.B.3.7, HE.8.B.3.4, HE.8.B.3.5, HE.8.B.3.6, HE.8.B.3.7
- Concepts: *Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.6.C.1.3, HE.6.C.1.7, HE.7.C.1.3, HE.7.C.1.5, HE.7.C.1.7, HE.8.C.1.5, HE.8.C.1.7
- Concepts: *Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*
  - ✓ HE.6.C.2.7
- Promotion: *Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.1.1, HE.6.P.1.2, HE.6.P.1.3, HE.7.P.1.1, HE.7.P.1.3, HE.8.P.1.1, HE.8.P.1.2, HE.8.P.1.3

Day 1: *Bike Basics*
Instructional Component – *Intro, Small Groups, and Safety Principles in Action*

Day One Overview:
1. **Introduction (2 minutes)**
2. **Small Groups - Students' Perspective (8 minutes)**
3. Bike Safety Principles in Action (10 minutes)
4. "2-Finger" Rule for Proper Helmet Fit (8 minutes)
5. Introduction to Brain Functions (4 minutes)
6. Brain Functions - Jump Rope Jogging Activity (8 minutes)

Objectives:
1. Students engage in open discussion about their personal experiences with bike safety.
2. Students are introduced to bike safety in a fun and active way.

Materials:
- 1 sheet of blank paper/per group
- 1 pen, pencil or crayon/per group

Advance Preparation:
- To save time, make lists of the small groups and the person whom you will assign to be "group reporter" of each small group

Supplemental:
- Optional: Video – "*Bike Safe, Bike Smart*" (pg. 46) can be used to replace or supplement small groups discussion.

1) Introduction

Begin by **briefly introducing and discussing the concept of bicycle safety**. Remind them that children their age tend to be especially interested in bicycling as a mode of transportation, as they are beginning to seek increased independence. However, statistics show that amongst all other child age groups, this group (10-14 years old) is at increased risk for bicyclist-hit-by-car injuries and fatalities.

*How many of you have ever ridden a bike? How many of you rode your bike to school today? For the next few classes, we are going to learn about bikes and **how to be safe while riding bikes**. We won't be riding bikes in class, but we will do some activities that will remind us how to act when we do ride bikes.*

2) Small Groups Discussion

- Break the class into small groups and ask them to **write a list of what they need for a safe bike ride**.
- Give them **20-60 seconds** to come up with this list as a group.
- When time is up, have them leave the list where it is, but have the groups **rotate to the next group's list, where they will have another 20-60 seconds to add to that group's list**.
- **Repeat until each group returns to their original spot**.
- Ask one student from each group to read what is on their list.
- If available, record on a whiteboard or on a "master sheet of bike safety rules," (or simply repeat out loud) one important item from each group and discuss their importance with the class.

***Sample student responses below**:*
- ✓ Obey traffic signs, signal when turning
- ✓ Be seen, be predictable, put lights on your bike, wear a helmet that fits
- ✓ Roll up the bottom of your right pant leg before you get on the bike (so it doesn't get caught in the chain)
- ✓ Zip up your backpack before you ride
- ✓ Tie shoe laces, No flip-flops, No bare feet, WEAR CLOSED TOED SHOES!
- ✓ Only one person per bike

Think about this…

Why is being safe on our bikes important?

Follow up questions…

- ✓ To protect us from danger
- ✓ So we don't hurt anyone else
- ✓ Because we could die

What are some purposes for bicycling?

- ✓ Fun, transportation to places like school, the store, or a friend's house
- ✓ Exercise, to help keep the environment clean
- ✓ To save money – we don't need to buy gas for our bikes because *we* are the "gas!")

Day 1: *Bike Basics*

Instructional Component – *Intro, Small Groups, and Safety Principles in Action*

Day One Overview:

1. Introduction (2 minutes)
2. Small Groups - Students' Perspective (8 minutes)
3. **Bike Safety Principles in Action (10 minutes)**
4. "2-Finger" Rule for Proper Helmet Fit (8 minutes)
5. Introduction to Brain Functions (4 minutes)
6. Brain Functions - Jump Rope Jogging Activity (8 minutes)

Objectives:

1. Students are introduced to bike safety in a fun and active way.
2. Students perform ball-passing activities that enable them to associate with and remember key bike safety concepts.

Materials:

- Basketballs (or any other balls that are easy to pass quickly)
- Optional: Cones or other markers to divide the court/field into lanes where the students will line up

Advance Preparation:

- Set up the cones ahead of time (if using them)

Supplemental:

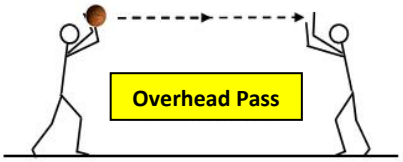
N/A

Key Concepts to Remember

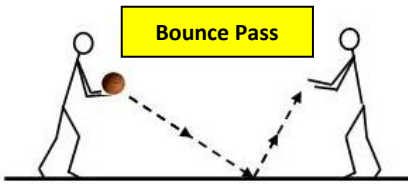
- ✓ We wear a helmet to protect our brains.
- ✓ We must check our feet and legs to make sure we have on proper shoes (no bare feet!) with tied laces and if we are wearing long pants, to ensure that our right pant leg is rolled up.
- ✓ We need to be VISIBLE to drivers by wearing bright colors on our upper bodies.

3) Bike Safety Principles in Action

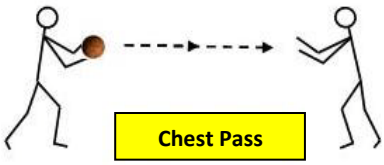
- Divide students into pairs and have them get in 2 lines, facing their partner.
- Pass out basketballs to one line (one set of partners).
- Tell students that to **remember key bike safety principles**, they will pass the ball in different ways.
- **Demonstrate** the passes first (without associating with bike safety principles) and have students practice the passes for 20 seconds.
- After students are comfortable with the different passes and they have practiced, associate principles. (See diagram on right side of page)
  1. Overhead pass
  2. Bounce pass
  3. Chest pass
- Have students do each pass for 20 seconds, counting how many times they drop the ball. Tell them to consider each drop as a "brain injury" due to a fall from a bike while not wearing a helmet.
- Repeat the circuit a second time to reinforce the concepts of bike safety.



*To remember to always wear a **helmet** to protect our BRAINS, let's do **over HEAD passes** to each other for 20 seconds.*



*To remember to always check your **FEET** and **SHOES** for no dangling laces, no bare feet, and no long pant legs, do **BOUNCE passes** to each other for 20 seconds. By bouncing the ball on the ground, we are reminded to think of our **FEET** before we get on our bikes.*



*To remember to always be **VISIBLE**, **make a chest pass** to your partner for 20 seconds. **What part of your body do you think drivers notice most** when you're riding a bike? From the **waist-up**! Where our **chests** are! Let's always remember to wear bright-colored shirts, making our chests visible, while riding a bike.*

Day 1: *Bike Basics*
Modeling Component – *"2-Finger" Rule for Helmet Fit*

Day One Overview:
1. Introduction (2 minutes)
2. Small Groups - Students' Perspective (8 minutes)
3. Bike Safety Principles in Action (10 minutes)
4. **"2-Finger" Rule for Proper Helmet Fit (8 minutes)**
5. Introduction to Brain Functions (4 minutes)
6. Brain Functions - Jump Rope Jogging Activity (8 minutes)

Objectives:
1. Students understand how to properly fit a bike helmet using the 2-finger rule.
2. Students understand that wearing a properly fitting helmet protects the human brain when riding a bike.
3. Students understand the lifespan of a bike helmet, and how they should be disposed of when expired

Materials:
- Optional: 1 properly fitting bicycle helmet

Advance Preparation:
- Ask students to bring in their bike helmets (if they have one)

Supplemental:
N/A

4) "2-Finger" Rule for Proper Helmet Fit

- Explain that the **only way that a helmet can protect** us is if we **wear it correctly**. If worn incorrectly, it does us no good.
- How do we protect our brains? *(Wear a helmet)*
- How do we know if our helmet will protect our brains? *(Our **helmet needs to fit properly**)*
- If your helmet is loose and you crash, what will happen to your brain? *(Our helmet protects us best **only** when it fits properly.)*
- To test if your helmet fits properly, we use the **"2-Finger" Rule,** which we will practice now. I want each of you to **follow along** by putting your pointer and index fingers together: (see images to right)
- If any students brought their bike helmets to class, have them apply the "2-Finger" Rule on their **own** helmet.
- Explain the composition and lifespan of helmets to students.

Helmet Composition and Lifespan:

Q: What do you think bike helmets are made of?
A: Styrofoam on inside and plastic on outside.

Q: What do you think happens to the Styrofoam when it gets old and weak?
A: It cracks and will no longer be protective.

- ✓ Helmets have an expiration date, just like milk does.
- ✓ We have to check the helmet label for the expiration date to make sure our helmet is still protecting us.
- ✓ If there is no expiration date, the helmet is good for 5 years from date of manufacture.
- ✓ Cut the straps off the old helmet when you throw it out. If you don't do that, someone might find it and wear it without knowing it is expired.

How to Do the 2-Finger Rule for Proper Helmet Fit:

*Start at your **forehead**. Horizontally with your 2 fingers, your bottom (middle) finger should be touching the tops of your eyebrows and your top (pointer) finger should be touching your helmet. If this is not the case, then we need to make adjustments.*

*Next, we'll go to our **ears**, where the side straps are located. Make a "V" under your ears with your 2 fingers. The side straps of your helmet need to form a snug "V" under your ears.*

*Lastly, we'll check our **chin strap**. If you can fit more than those 2 fingers in between your chin and the strap, then we need to adjust your fit. It should be snug, but you should be able to still talk and drink.*

Do one final check to make sure that your helmet is level on your head and that it is not moving when you turn your head from side to side or jump up and down.

Day 1: *Bike Basics*

Creative Component – *Brain Functions and Jump Rope Jogging*

Day One Overview:
1. Introduction (2 minutes)
2. Small Groups - Students' Perspective (8 minutes)
3. Bike Safety Principles in Action (10 minutes)
4. "2-Finger" Rule for Proper Helmet Fit (8 minutes)
5. **Introduction to Brain Functions (4 minutes)**
6. Brain Functions - Jump Rope Jogging Activity (8 minutes)

Objectives:
1. Students are familiar with the functions of basic brain regions.
2. Students are familiar with the fragility of the brain.
3. Students understand that a bike helmet is necessary to adequately protect the brain.

Materials:
- *Brain Functions* Flashcards (pgs. 6-7)

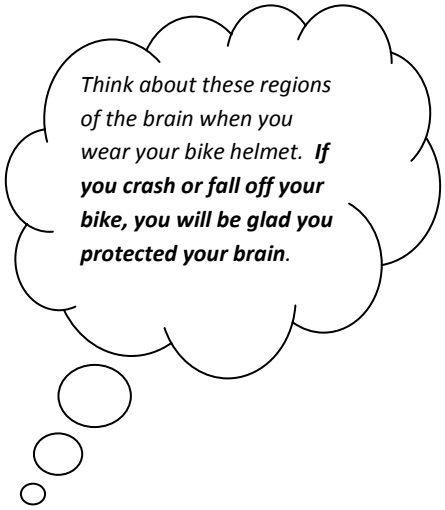
Advance Preparation:
N/A

Supplemental:
- Optional: *Egg Drop Demonstration* (pg. 47)

5) Introduction to Brain Functions

Begin by introducing the topic of the brain and its functions:

- The brain is VERY important to our bodies.
- What are some of **the things the brain controls**? [Walking, talking, breathing, eating…]
- What do you think happens if you injure your brain? **Can the brain easily repair itself?** [No]
- The brain can be hurt very easily. Just by hitting something hard like the ground, we could **permanently** injure our brains if we don't protect it with a bike helmet.
- Explain to students that the brain is very fragile. Heads are like eggs (skulls are like the shell, brains are like the yolk).



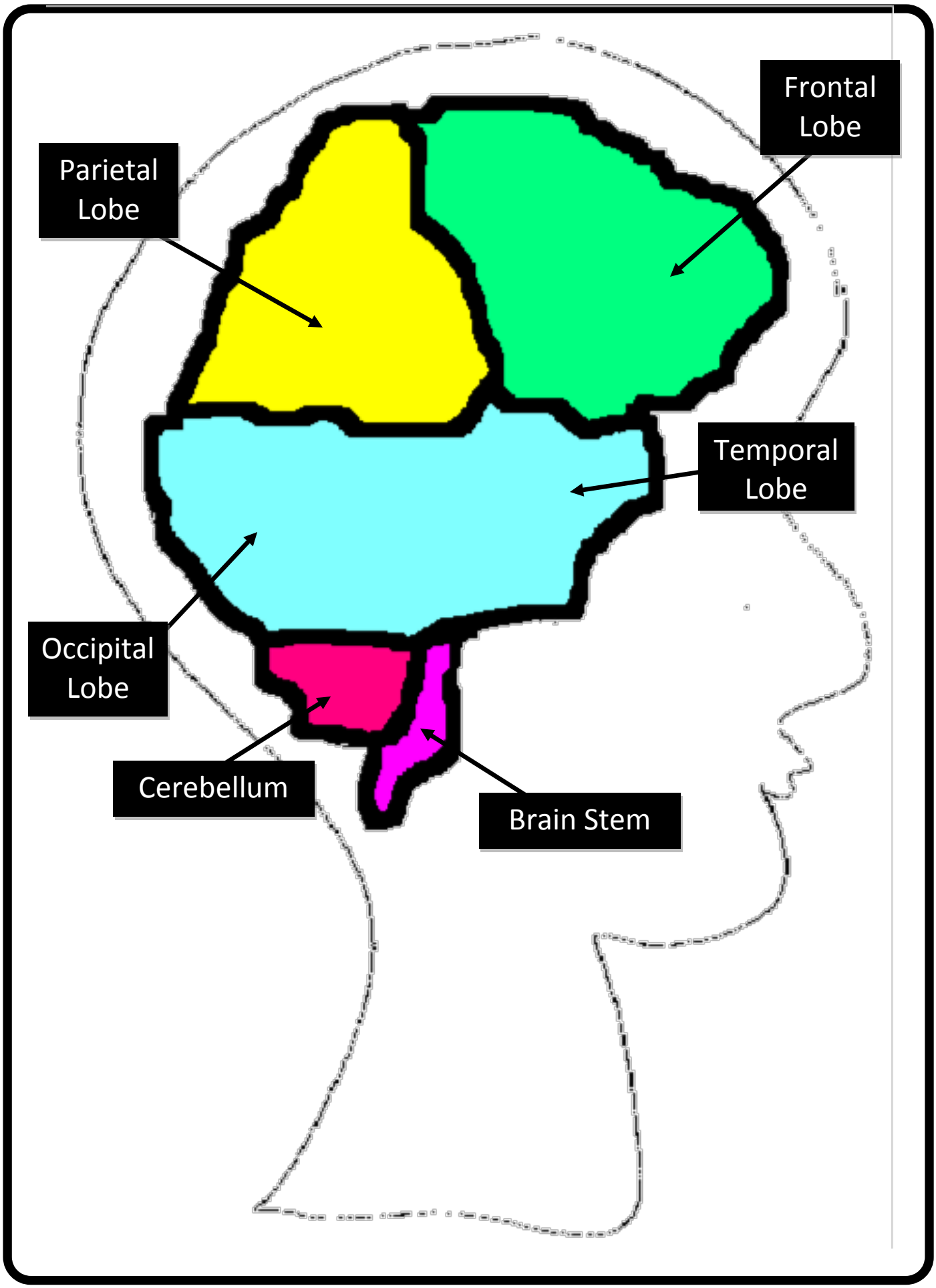
- If feasible (considering class size), hold up the *Brain Functions* Flashcard (**pg. 6**).
- **Point to each labeled brain area** and say the name of each area (students repeat name).
- **Describe how each area of the brain has a specific function** (**pg. 7**). *If holding up the flash card in your class is not practical due to large class size, **point to these regions ON A STUDENT'S HEAD** and describe them as above using a student volunteer instead.
- While pointing to each brain region, ask students:
  - *Does anyone know what the function of **frontal lobe** is?*
  - *What do you think is the function of the **occipital lobe**? The **temporal lobe**? The **parietal lobe**? The **cerebellum**? The **brain stem**?*

Pronunciation key:
parietal lobe = "puh-ry-itl lohb"
occipital lobe = "ox-sip-itl lohb"
temporal lobe= "tem-per-uh lohb"
cerebellum = "sair-uh-bell-uhm"

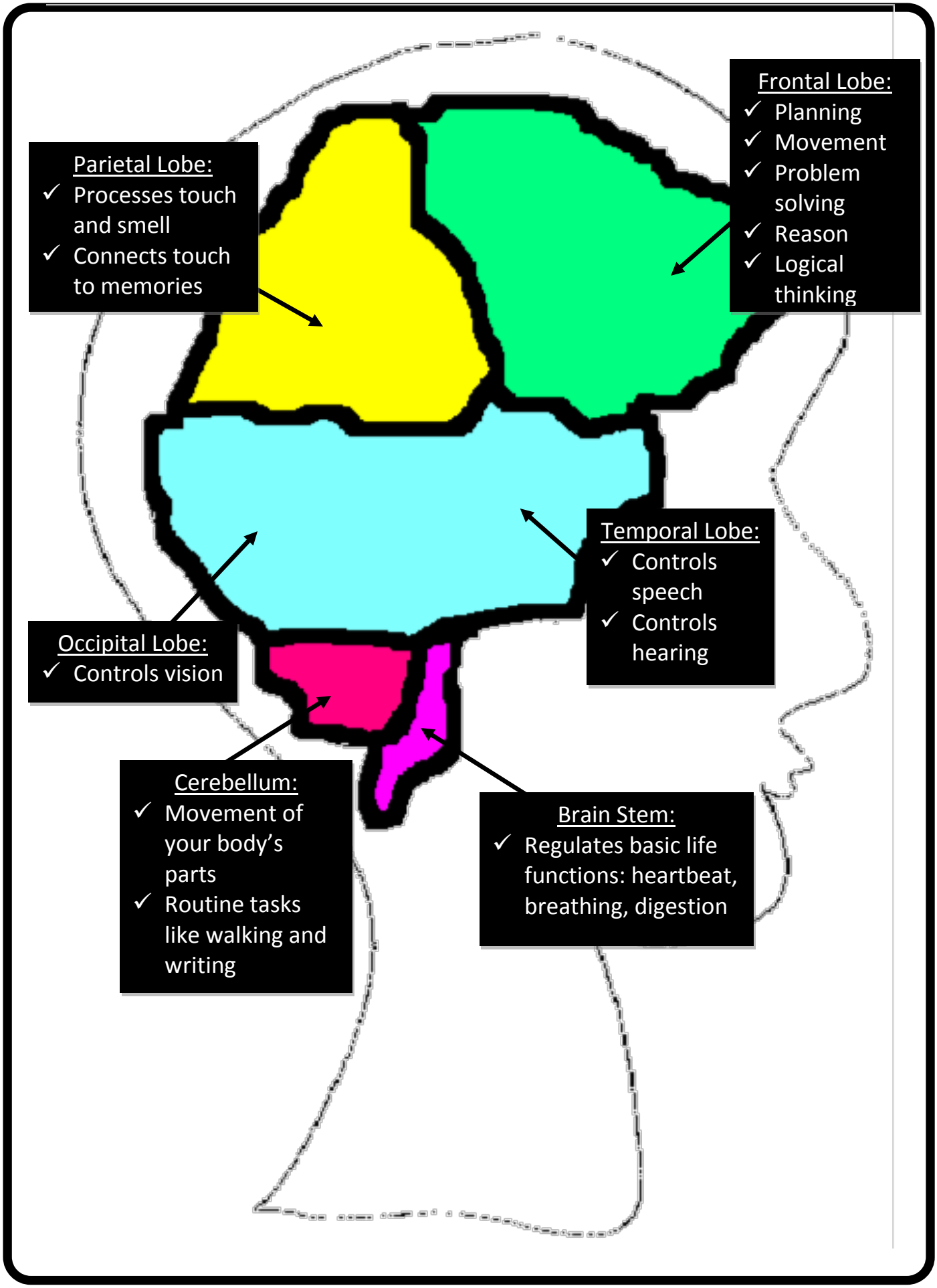
After reviewing brain functions, ask the following Discussion Questions:

- ✓ *Has anyone ever seen a professional/grown-up bike race? Are the riders wearing helmets?*
- ✓ ***What other athletes wear helmets? What other sports require helmets? Why do they wear them?*** *[Baseball players, football players, racecar drivers, etc.]*
- ✓ ***Are YOU required to wear a helmet when you ride your bike?*** *What does the law say about us wearing helmets?* ***Most states, like the state of Florida, require by law anyone under the age of 16 to wear a helmet while riding a bicycle.***
- ✓ *Why do you think they institutionalized that law?* Because always wearing a helmet will protect these important functions of the brain and **when you are young, your brain is even more vulnerable because it is still developing**!

Brain Functions Flashcard 1



Brain Functions Flashcard 2



Day 1: *Bike Basics*

Creative Component – Brain Functions and Jump Rope Jogging

Day One Overview:

1. Introduction (2 minutes)
2. Small Groups - Students' Perspective (8 minutes)
3. Bike Safety Principles in Action (10 minutes)
4. "2-Finger" Rule for Proper Helmet Fit (8 minutes)
5. Introduction to Brain Functions (4 minutes)
6. **Brain Functions - Jump Rope Jogging Activity (8 minutes)**

Objectives:

1. Students understand the functions of basic brain regions by associating them with fun jump-rope activities.
2. Students learn that the brain is fragile and must be protected.
3. Students understand the necessity of a bike helmet to adequately protect the brain.

Materials:

- *Brain Functions* Flashcards (pgs. 6-7)
- Jump ropes (enough for each student, or 1 per pair of students who will take turns)
- Optional: Hula hoops

Advance Preparation:

N/A

Supplemental:

- Optional: *Egg Drop Demonstration* (pg. 47)

6) Brain Functions - Jump Rope Jogging Activity

A. Tell students that they will be jumping rope and making the connection between areas of the brain and their specific functions.

- *Begin jumping rope without stopping for 1 minute – I will time you…GO!*
- *Time is up! Now feel your pulse. Do you notice that your **hearts are beating faster** and you are **breathing harder** than normal?*
- *Which area of the brain controls these **basic functions? (BRAINSTEM)***
- ***Damage to the brainstem would mean a loss of these functions (heart rate and breathing)**, so it is important to protect the brain by wearing a helmet when riding a bike.*

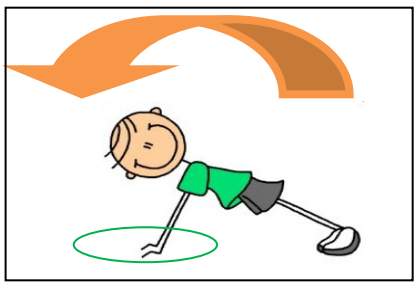
Have students take turns so they can rest/have water break

B. Next, have them make a circle with the jump rope on the ground (or use a hula hoop).

- *Make a circle with the jump rope on the ground. I'll demonstrate the sequence first.*
- *Get down in push-up position with HANDS INSIDE the circle. **Do 1 push-up**, then **move your LEGS all the way around the circle starting from the RIGHT** side and ending where you started, then **do 1 more push-up**.*
- *Repeat this sequence making the circle starting from the **LEFT**. [When all are finished]*
- *Now I'll demonstrate the sequence again, only this time with my HANDS OUTSIDE the circle and my legs inside the circle.*
- *Do **1 push-up, then move your ARMS all the way around the circle starting from the RIGHT**, then **do 1 more push-up.** Repeat it starting from the **LEFT**. [When all are finished]*
- *Which lobe is responsible for our **ability to plan out that sequence**? **(FRONTAL)** Which lobe that allows us to **remember** the sequence? **(PARIETAL)***

C. Have students count how many jump rope jumps their partner can do in 1 minute. Time them.

- *Count **how many jump rope jumps your partner can do in 1 minute** – I will time you…*
- *[After 1 min.] Time is up! How many jumps did everyone do?*
- *Which lobe allows us to **watch (see)** our partner jump? **(OCCIPITAL)***
- *Which brain area allows us to **move and jump (CEREBELLUM)**?*
- *Which lobe allows you to speak to say how many jumps your partner did? **(TEMPORAL LOBE)***
- *We need to be smart by wearing our helmets to protect our brains and all these function!*



Important Point to Emphasize: *ALL parts of the brain are important; protect the brain by always wearing a properly fitted helmet while biking.*

During this activity, make sure to have students take turns so they can rest and have a water break while it's their partner's turn.

Day 2: Preparing to Ride

This lesson begins with a quick review of Day 1, in which the students are introduced to the basics of bike safety and brain functions. While Day 1 is focused on what needs to be protected, Day 2 introduces what the rider needs to do before getting on the bike.

In order to know how to prepare a bike to be ridden, we introduce the students to the parts of the bike, and what functions they perform on the bike. To prepare the bike, students learn the "ABC Quick" Check, which reminds bicyclists to check the air in the tires, that the brakes are functioning, that the chain is connected and not rusty, and that the quick release levers are closed and locked. This concept is reinforced with a physical activity called "Jump, Link, and Run".

In addition to preparing the bikes, we remind the students that they physically need to be ready to ride as well. This means they need to have proper clothing and shoes, as well as reflectors, lights and a properly fitting helmet. We reinforce this concept with the "Who Looks Safe?" activity and worksheet. It is important that students take from this lesson that it is required by Florida law to wear a helmet and have a front and rear light on your bike.

Day 2 Overview

1. Intro and Review of Day 1 (2 minutes)
2. Parts of the Bike (8 minutes)
3. Optional Activity – Parts of the Bike Worksheet
4. Pre-ride Bike Check Introduction (5 minutes)
5. "ABC Quick" Check & Teacher Demo (10 minutes)
6. "ABC Quick" Check Jump, Link, and Run Activity (15 minutes)

Materials:

- Parts of the Bike Flashcards (pgs. 11-13)
- "ABC Quick" Check Flashcards (pgs. 15-22)
- Optional: Real-life bicycle
- Optional: BikeSafe Parts of the Bike poster
- Optional: Bike pump with pressure gauge
- Optional: Bike multi-tool or Allen wrenches

Optional Supplemental Materials:

- Extra credit homework assignment and/or state exam practice: assign your students to write a 1-page essay describing the benefits of bicycling for people and for the planet.

Sunshine State Standards:

Physical Education Standards

- Movement Competency: *Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.*
  - ✓ PE.6.M.1.1, PE.6.M.1.2, PE.6.M.1.4, PE.6.M.1.12, PE.7.M.1.7, PE.8.M.1.7, PE.8.M.1.9
- Cognitive Abilities: *Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.*
  - ✓ PE.6.C.1.1, PE.6.C.1.2, PE.6.C.1.9, PE.7.C.1.4, PE.8.C.1.1, PE.8.C.1.4
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.1.1, PE.7.L.1.1, PE.8.L.1.1, PE.8.L.1.2
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.1.3, PE.6.R.1.5, PE.7.R.1.3, PE.7.R.1.5, PE.8.R.1.3, PE.8.R.1.5

Health Literacy Education Standards

- Responsible Behavior: *Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.3.2, HE.6.B.3.4, HE.6.B.3.5, HE.6.B.3.6, HE.6.B.3.7, HE.7.B.3.1, HE.7.B.3.2, HE.7.3.4, HE.7.B.3.5, HE.7.B.3.6, HE.7.B.3.7, HE.8.B.3.4, HE.8.B.3.5, HE.8.B.3.6, HE.8.B.3.7
- Concepts: *Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.6.C.1.3, HE.6.C.1.7, HE.7.C.1.3, HE.7.C.1.5, HE.7.C.1.7, HE.8.C.1.5, HE.8.C.1.7
- Concepts: *Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*
  - ✓ HE.6.C.2.7
- Promotion: *Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.1.1, HE.6.P.1.2, HE.6.P.1.3, HE.7.P.1.1, HE.7.P.1.3, HE.8.P.1.1, HE.8.P.1.2, HE.8.P.1.3

Day 2: *Preparing to Ride*
Instructional Component – *Parts of the Bike*

Day Two Overview:

1. **Intro and Review of Day 1 (2 minutes)**
2. **Parts of the Bike (8 minutes)**
3. **Optional Activity – Parts of the Bike Worksheet**
4. Pre-ride Bike Check Introduction (5 minutes)
5. "ABC Quick" Check & Teacher Demo (10 minutes)
6. "ABC Quick" Check Jump, Link, and Run Activity (15 minutes)

Objectives:

1. Students recognize the parts of the bike and their functions.
2. Students understand of the importance of bike maintenance.
3. Students understand how to prepare their bodies and their bikes for safe bike riding.

Materials:

- Parts of the Bike Flashcards (pgs. 11-13)
- Optional: Real-life bicycle
- Optional: Parts of the Bike poster

Advance Preparation:

- Optional: If using *Parts of the Bike* Flashcard 1 as a worksheet, prepare enough copies for each student

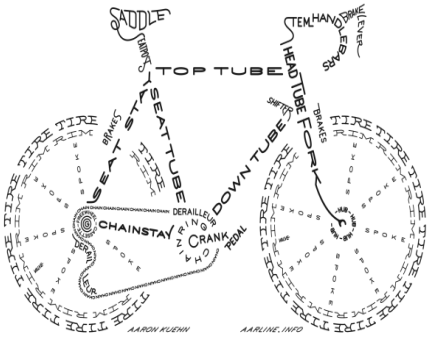
Supplemental:
N/A

1) Intro and Review from Day 1

- Have students name parts of the brain, bike safety tips, and purposes of riding a bike.
- If you used chart paper to record bike safety tips, bring that out for review.

Introduction to Preparing to Ride:

*Today we are going to focus on **getting ready to ride**. That means **getting us ready** and getting **our bikes ready**.*



2) Parts of the Bike

*Before we get on a bike to ride it, we need to know our bike. The **more we know** about the bike, **the safer we are** when we are on the bike.*

- ✓ *Think about riding a bike **like driving a car**. We cannot drive the car if we do not know how to start the car or how to make the car go forward. We cannot ride a bike without knowing where the pedals are and what to do with them.*
- ✓ *Which parts of the bike can you name?*

Use the ***Parts of the Bike*** **Flashcards** (**pgs. 11-13**) to review the names of important parts of the bike.

- Start with **Flashcard 1** (pg. 11) and have students **name** as many **parts** of the bike as they can.
- Use **Flashcard 2** (pg. 12) to **confirm the part names**.
- **Point to each individual part** on the flashcard as the name is said.
- Use **Flashcard 3** (pg. 13) to **review all major parts and their functions**.
- Students can share what they already know about the function of each part as it is reviewed.
- Correct students' knowledge, as needed.
- Do a **final quiz/review** using the unlabeled bike on ***Parts of the Bike*** **Flashcard 1 (pg. 11).**

If a bike is available, conduct the activity *without* the *Parts of the Bike* Flashcards. Instead, review names and functions of the bike parts by pointing to each on the bike.

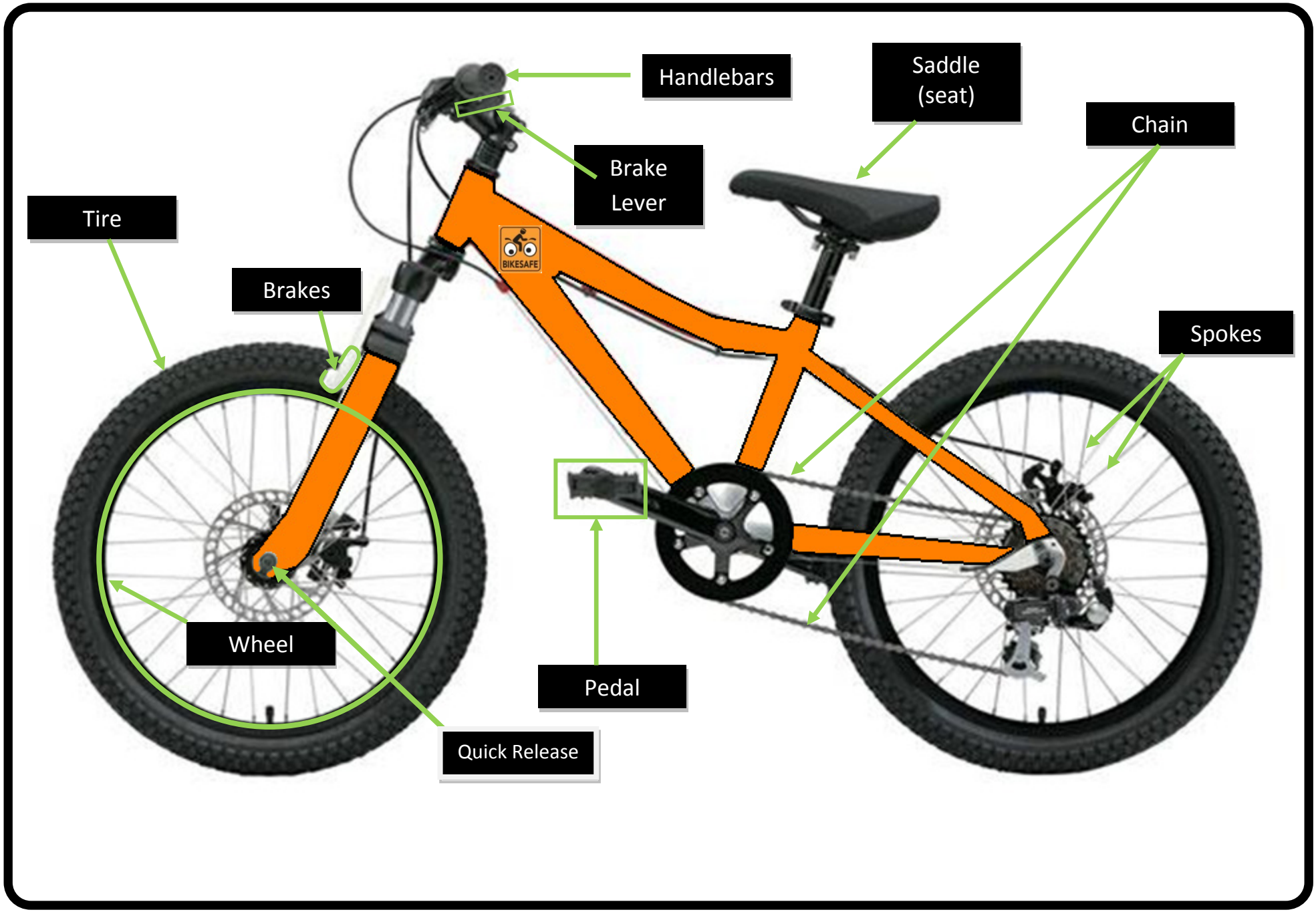
3) Optional Activity – Parts of the Bike Worksheet

Have students complete the ***Parts of Bike*** **Flashcard 1 (pg. 11)** individually as an in-class or take-home assignment to test knowledge gain from this lesson.

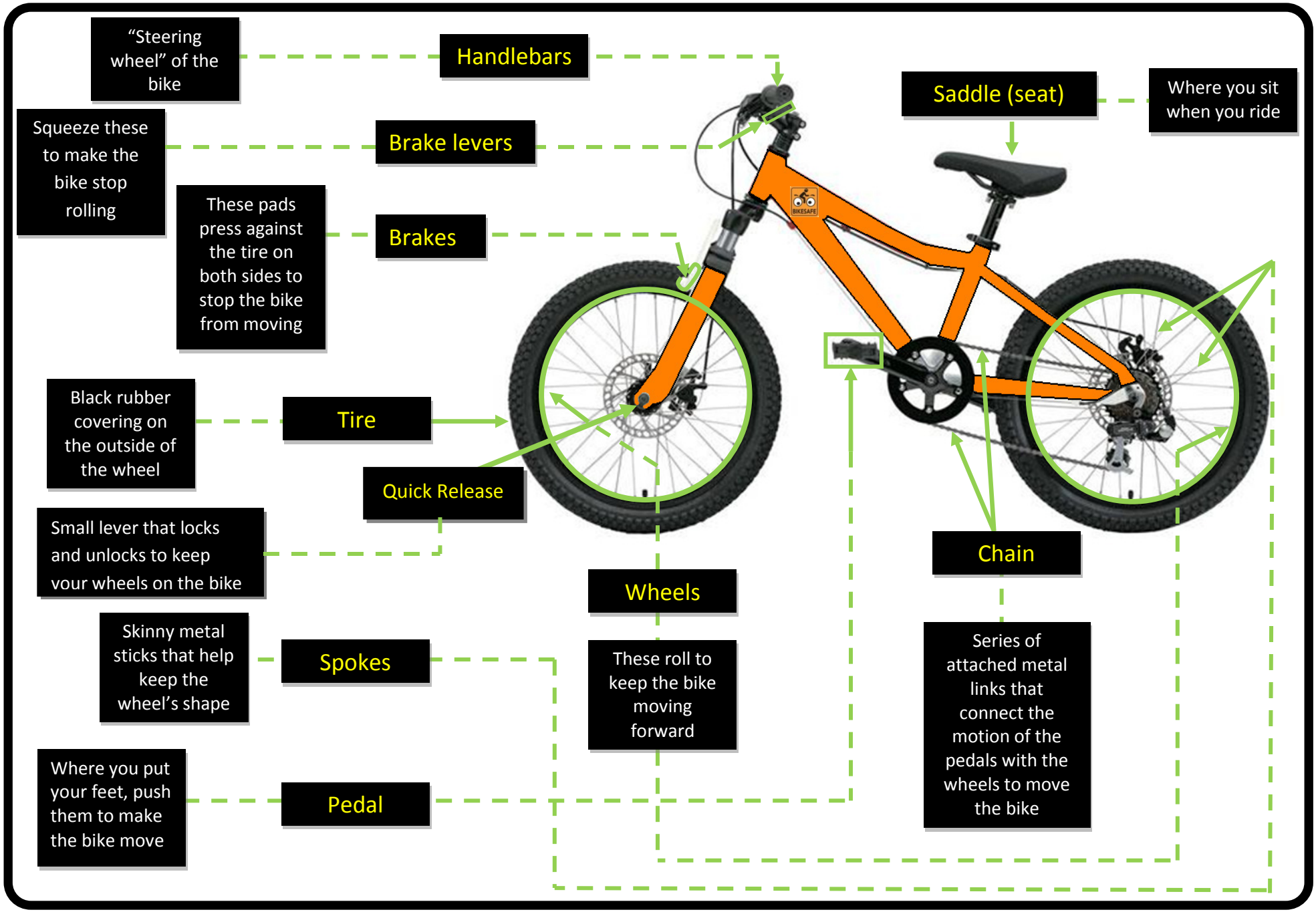
Tell students to name the bike parts indicated on the Flashcard. On the back of the paper, have students describe the function of each bike part.

"Parts of the Bike" Flashcard 1

"Parts of the Bike" Flashcard 2



"Parts of the Bike" Flashcard 3



Day 2: Preparing to Ride
Modeling Component – "ABC Quick" Check

Day Two Overview:
1. Intro and Review of Day 1 (2 minutes)
2. Parts of the Bike (8 minutes)
3. Optional Activity – Parts of the Bike Worksheet
4. **Pre-ride Bike Check Introduction (5 minutes)**
5. **"ABC Quick" Check & Teacher Demo (10 minutes)**
6. "ABC Quick" Check Jump, Link, and Run Activity (15 minutes)

Objectives:
1. Students recognize the parts of the bike and their functions.
2. Students understand of the importance of bike maintenance.
3. Students understand how to prepare their bikes for safe bike riding.

Materials:
- "ABC Quick" Check Flashcards (pgs. 15-22)
- Optional: Real-life bicycle
- Optional: Bike pump with pressure gauge
- Optional: Bike multi-tool or Allen wrenches

Advance Preparation:
- Optional: If utilizing the above-mentioned supplies for demonstration, bring them there on this day.

Supplemental:
N/A

4) Pre-ride Bike Check Introduction

- Introduce **the pre-ride bike check**.
- Explain that the purpose of a **pre-ride** bike check is to **make sure all of the bike parts are working and that the bike is safe to ride**.

People (you and me) and things (cars and bikes) need regular health check-ups.

- ✓ *We do a **pre-ride check every time** before we ride so that we don't get on the bike and have a wheel fall off or the bike hardly moves because the tire is flat.*
- ✓ ***Taking responsibility** for your bike is important for your safety.*

Important points to emphasize:
- ✓ Know the bike parts
- ✓ Know their functions
- ✓ Check the bike before riding
- ✓ Regular "check-ups" maintain the bike's health

Important points to emphasize:
- ✓ **A = Air**
  - Check the air in the tires
- ✓ **B = Brakes**
  - Check if the brakes are working
- ✓ **C = Chain**
  - Check for rust
- ✓ **Quick = Quick releases**
  - Make sure they are closed
- ✓ **Check** = short test ride, **check** over the whole bike

- If feasible, depending on class size, use ***"ABC Quick" Check* Flashcards (pgs. 15-22)** to visually represent each step of the check.

5) "ABC Quick" Check & Teacher Demonstration

*If a demo bike is available, **demonstrate how to perform each portion of the *"ABC Quick" Check* on a bike**. If a bike is not available, use ***Parts of a Bike* Flashcards (pgs. 11-13)** to show the bike parts as the "ABC Quick" check is described.

*The "**ABC Quick**" Check is the name of the bike check we do before riding.*

- ✓ *What do you think the "**A**" stands for?*
  - *Wheels are circular because circles roll. If our tires are not filled with enough **air**, then they are more like squishy squares and squishy squares don't roll very well.*
- ✓ *What do you think the "**B**" stands for?*
  - *What happens if the **brakes** aren't working? Can we stop? Is it a good thing if the bike won't stop? We need to check to make sure that our brakes are actually squeezing the tires properly because that is how they stop the bike.*
- ✓ *What do you think the "**C**" stands for?*
  - *What happens if we ride our bike with a rusty **chain**? How do we know if our chain is rusty? What color is rust?*
- ✓ *What do you think "**Quick**" stands for? Who remembers where the **quick releases** are located?*
  - *(Depending on the bike, they are found in the **center of the wheel**, **around the brake pads**, and/or **attached to the seat post**.) What happens if we do not and tighten the quick releases?*
- ✓ *Finally, the last step is a **check**. Do a short test ride to **check to make sure everything is working**.*
- ✓ *If you find a problem when you inspect the bike, let a trusted adult know and NEVER ride the bike when something is wrong.*

“A” stands for…

AIR.

"A" stands for… AIR.

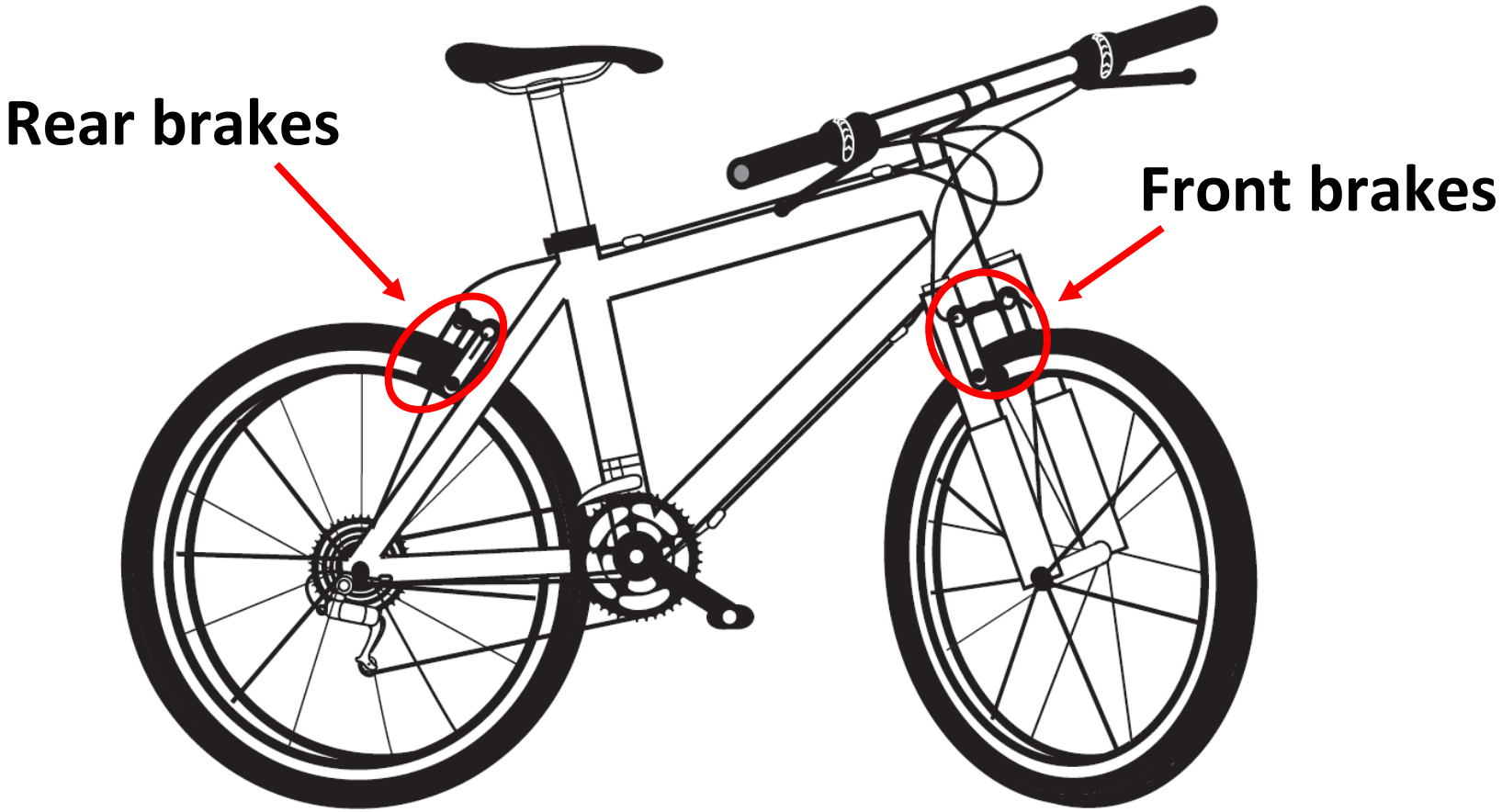
Check the AIR in the tires.

Proper amount of pressure for this tire

Pressure gauge attached to bike pump

Hand pump on valve to put air in tire

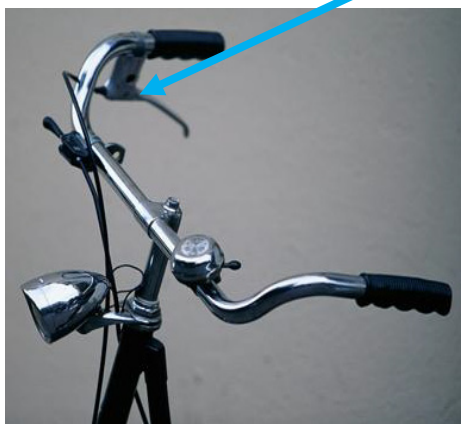
“B” stands for…



BRAKES.

"B" stands for… BRAKES.
Check if the BRAKES work.

When you squeeze the brake levers on the handlebars…

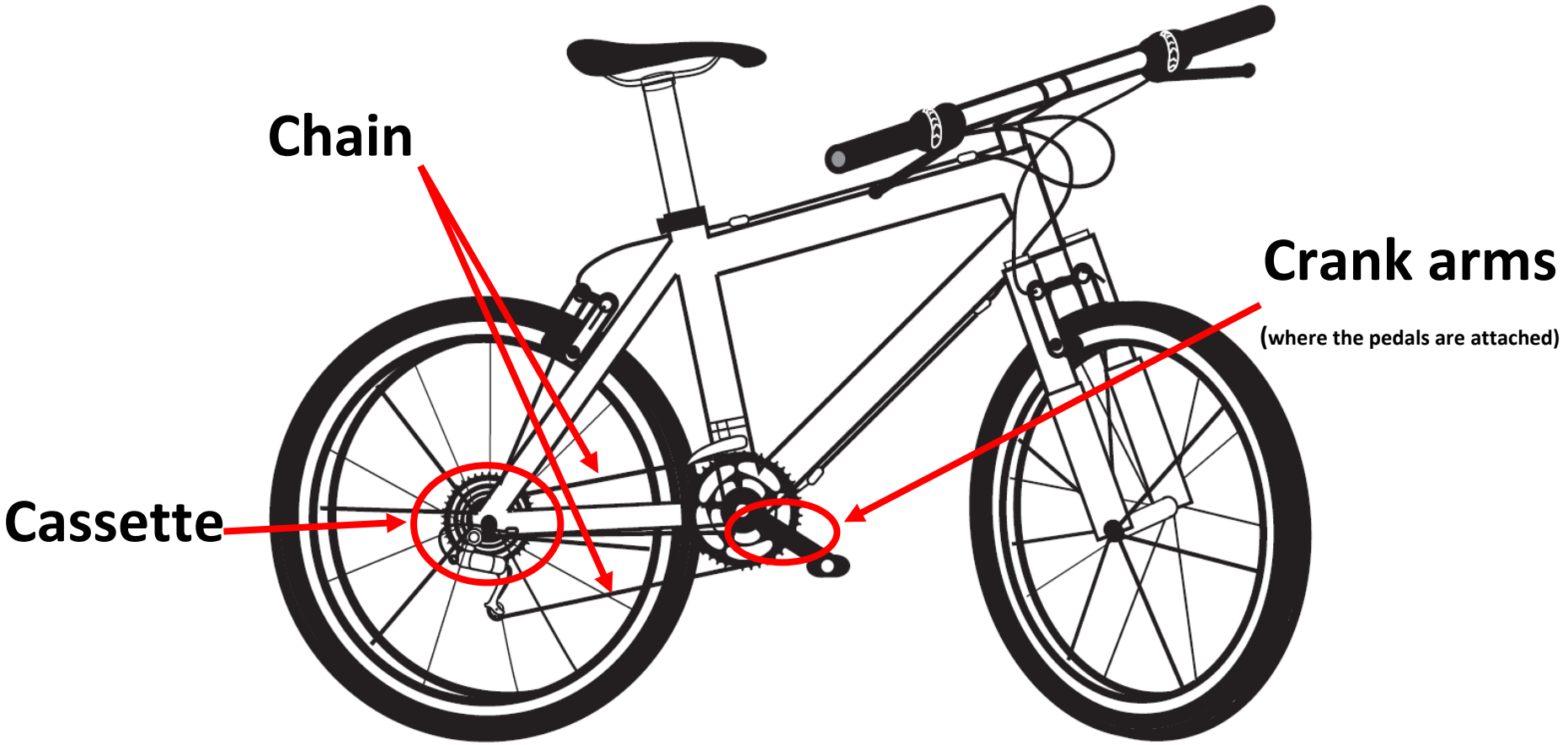


..the bike stops *safely*. Don't try to stop the bike in any other way.

On some bikes with no brake levers, you pedal backwards to brake.

You squeeze the brake levers, which makes the brakes squeeze the tire to stop the wheel from turning.

“C” stands for…



CHAIN

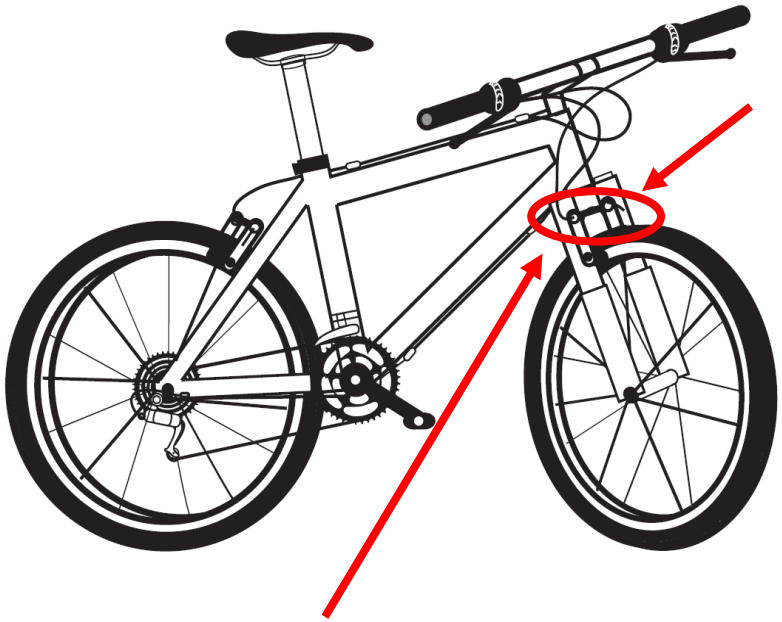
“C” stands for… CHAIN.

Check the CHAIN for rust.

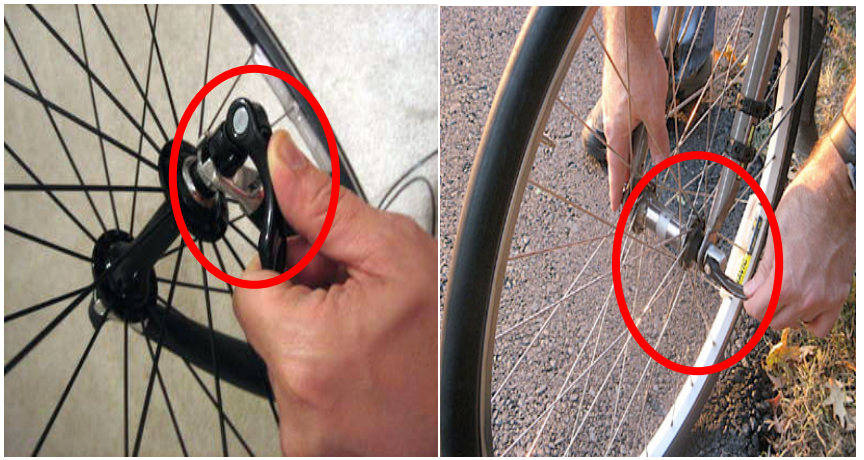
Right

Wrong

"Quick" stands for…



Quick release levers for *brakes*



Quick release levers for *wheels*

QUICK RELEASE LEVERS

"Quick" stands for…QUICK RELEASE LEVERS

Check to see if the QUICK RELEASE LEVERS are closed.

Quick release levers for *brakes*

Quick release levers for *wheels*

Day 2: Preparing to Ride

Creative Component – "ABC Quick" Check: Jump, Link and Run Activity

Day Two Overview:

1. Intro and Review of Day 1 (2 minutes)
2. Parts of the Bike (8 minutes)
3. Optional Activity – Parts of the Bike Worksheet
4. Pre-ride Bike Check Introduction (5 minutes)
5. "ABC Quick" Check & Teacher Demo (10 minutes)
6. **"ABC Quick" Check Jump, Link, and Run Activity (15 minutes)**

Objectives:

1. Students recall the components of the pre-ride bike check.
2. Students reinforce understanding of the concepts of "ABC Quick" Check by performing physical activities that cue them of the parts of the check.

Materials:
N/A

Advance Preparation:
N/A

Supplemental:

- Optional: **Extra credit homework assignment and/or state exam practice**: Assign your students to write a 1-page essay describing the benefits of bicycling for people and for the planet.

6) "ABC QUICK" Check Jump, Link and Run Activity

- ✓ You are going to do a fun activity that will enable you to put the principles of the "ABC Quick" Check into action.
- ✓ You'll be doing **jumping jacks, short sprints, and "do-si-do" link-ups**.
- ✓ You might be wondering, "what does this have to do with the "ABC Quick" Check?" Here's how… as I explain, I'll demonstrate how to do each of the following:

1. ***When I say "AIR" you start doing jumping jacks in the air.***
2. ***When I say "BRAKES" you need to stop wherever you are.***
3. ***When I say "CHAIN" you will create human "chains" by doing do-si-do/square dancing with the nearest person next to you.***
4. ***When I say "QUICK" you need to begin to sprint from one side of the court to the other.***

- ✓ With these helpful reminder moves, you should never forget the "ABC Quick" Check now!

If you want to **challenge** your students even further, **have them do the activity while you only reference the LETTERS** of the "ABC Quick" Check. *(In other words, they will have to remember that **A = air = jumping** jacks in the air and so on.)*

COACH SAYS:	**STUDENT ACTION:**
"AIR!"	jumping jacks in the air
"BRAKES!"	stop wherever they are
"CHAIN!"	do-si-do/square dance or human "chain" link-ups
"QUICK!"	quick sprints up and down court

For the do-si-do square dancing/human "chain," you can advise your class to do this movement in **small circles (see: photo bottom left), a big circle, **or simply in pairs** (see: photo directly below).**

*Do-si-do square dancing /human "chain" can be performed **in pairs** (above) **or in group circles** (left).*

Day 3: Rules of Riding

Since the students now understand the basics of a bicycle and how to prepare themselves for a bike ride, this lesson focuses on teaching them how to be safe once they start riding. In this lesson, we teach the three key principles to safe riding: proper helmet fit, visibility, and predictability.

During the "chaos box" activity, students recognize that when they are moving in unpredictable patterns, it is difficult to predict where anyone else is going to be, and therefore is difficult to avoid crashes. However, once they all move in the same, predictable, pattern/direction, collisions are much more avoidable. This concept is further reinforced with the obstacle soccer game, in which students have to avoid hazards and obstacles in the field, just as they might have to while riding. Students understand that it is important to ride predictably and to be alert for potential hazards.

In addition to being predictable and wearing a properly fitting helmet, we teach the students that they need to be visible so cars, pedestrians, and other bicyclists can see them. We remind students that it is required by Florida law for all bicyclists to ride with a front white headlight and a rear red taillight during conditions of low visibility. Students complete a worksheet activity in which they identify ways to be more visible to others while riding.

Day 3 Overview

1. Keys to Safe Riding /Chaos Box Activity (12 minutes)
2. Obstacle Soccer Game (20 minutes)
3. Who Looks Safe? Activity (8 minutes)

Materials:

- Cones to mark the "chaos box"
- Soccer ball
- Cones, hurdles or other large pieces of equipment for soccer game
- Who looks safe? worksheet
- Crayons, markers, pens

Optional Supplemental Materials:

- "Identifying Hazards" Worksheet (pg.49)

Sunshine State Standards:

Physical Education Standards

- Movement Competency: *Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.*
  - ✓ PE.6.M.1.1, PE.6.M.1.5, PE.6.M.1.12, PE.7.M.1.4, PE.7.M.1.7, PE.8.M.1.7, PE.8.M.1.1, PE.8.M.1.4, PE.8.M.1.7, PE.8.M.1.9
- Cognitive Abilities: *Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.*
  - ✓ PE.6.C.1.1, PE.6.C.1.2, PE.6.C.1.9, PE.7.C.1.2, PE.7.C.1.3, PE.7.C.1.4, PE.7.C.1.6, PE.8.C.1.1, PE.8.C.1.2, PE.8.C.1.3, PE.8.C.1.4, PE.8.C.1.6
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.1.1, PE.7.L.1.1, PE.7.L.1.2, PE.8.L.1.1, PE.8.L.1.2
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.1.3, PE.6.R.1.5, PE.7.R.1.3, PE.7.R.1.5, PE.8.R.1.3, PE.8.R.1.5

Health Literacy Education Standards

- Responsible Behavior: *Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.3.2, HE.6.B.3.4, HE.6.B.3.5, HE.6.B.3.6, HE.6.B.3.7, HE.7.B.3.1, HE.7.B.3.2, HE.7.B.3.4, HE.7.B.3.5, HE.7.B.3.6, HE.7.B.3.7, HE.8.B.3.4, HE.8.B.3.5, HE.8.B.3.6, HE.8.B.3.7
- Concepts: *Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.7.C.1.3, HE.7.C.1.5, HE.7.C.1.7, HE.8.C.1.5, HE.8.C.1.7
- Concepts: *Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*
  - ✓ HE.6.C.2.7
- Promotion: *Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.1.1, HE.6.P.1.2, HE.6.P.1.3, HE.7.P.1.1, HE.7.P.1.3, HE.8.P.1.1, HE.8.P.1.2, HE.8.P.1.3

Day 3: Rules of Riding
Instructional Component – *Keys to Safe Riding*

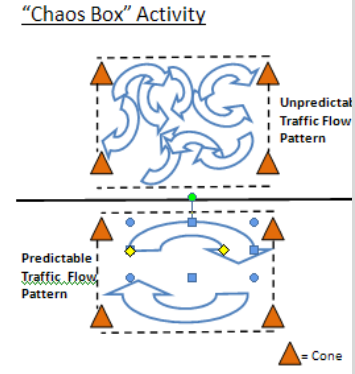
Day Three Overview:
1. **Keys to Safe Riding (12 minutes)**
2. Obstacle Soccer Game (20 minutes)
3. Who Looks Safe? Activity (8 minutes)

Objectives:
1. Students become familiar with the concept of visibility.
2. Students become familiar with the concept of predictability.
3. Students gain understanding of key safe riding concepts and state laws promoting bike safety.

Materials:
- Cones to mark the "chaos box"

Advance Preparation:
- Mark off a square area for the "chaos box"
- Optional: Bring in reflective apparel or wristbands to further emphasize the visibility component of bike safety.
- Optional: Bring a helmet to review the "2-finger" rule.

Supplemental:
N/A



1) *Keys to Safe Riding*

Define the **three key concepts** and explain how a safe bicyclist *always* uses these principles:

A. **Proper helmet fit:** *Always protect your brain by wearing a* **helmet** *properly. How do we check if our helmet fits properly?*
- ***Review:*** "2-Finger" Rule with helmet (if available). Have students show and tell you where the "2-finger" rule applies on their own heads.

B. **Visibility:** *Always be* **visible***. What does it mean to be visible? Who or what do I want to be able to see me when I ride a bike? What sorts of things will help make me more visible?*
- **Reflectors** on bike
- **Reflective wristbands**
- **Bright** colors
- **Rear red light*** and **front white light*** on the bike, **ESPECIALLY AT NIGHT** (*this is required by most state laws, including FL) – emphasize this point!
- Riding in **groups** keeps us safer and more visible – there is "**safety in numbers**"
- Smaller kids might want to **add a "flagpole" to the back of their bike** to make it easier for cars and other people to see them.

Activity: Bring reflective apparel and/or bright-colored clothing to emphasize ***visibility*** concept.

C. **Predictability:** *Always be* **predictable***. What does it mean to be predictable? Being predictable means it is easy for others to know what you're about to do. How can we make it easy for people to know when I'm about to turn?*
- Using **hand signals**
- Riding in a **straight line**
- **Not weaving in and out** of parked or moving cars

Activity: Students learn the concept of ***predictability*** by creating a "**CHAOS BOX**:" *(See photo description of this activity in the LEFT COLUMN of this page)*

- Tell students to **line up and enter the square** ("box") that you have marked with cones one by one upon your signal (whistle blow).
- **Once they enter**, **they cannot stop moving** (skip, dance, jump, walk – as long as they keep moving!)
- Once box is full (and gridlock has formed), ask students if they **can predict where anyone is trying to go**. (*NO!*)
- Now **empty the box**.
- Tell students to form a line around the box and walk in a clockwise direction (turn right around the box) and continue moving in that way around the inside until you say STOP.
- It is important to let people know when you are passing, select random students to run to the front of the line (on the left) and yell "Passing on the Left!" to notify people they are passing just like a car should pass on the left.
- Once a smoothly flowing group is formed inside the box, ask the students if they **can NOW predict where anyone is trying to go**. (*Yes, because they are all bearing* ***RIGHT and thus moving PREDICTABLY***).

Post activity follow up questions:
- *What would happen on the road if all the car drivers could go anywhere they wanted instead of always riding on the right and being predictable?*
- *What if there were no traffic rules, traffic lights or speed limits?*

Day 3: Rules of Riding
Modeling Component – Identifying Hazards

Day Three Overview:
1. Key Principles of Safe Riding (12 minutes)
2. **Obstacle Soccer Game (20 minutes)**
3. Who Looks Safe? Activity (8 minutes)

Objectives:
1. Students will become familiar with potential riding hazards.
2. Students will become familiar with possible ways to face a hazardous riding situation.
3. Students will gain understanding of ways to identify hazards before and while riding.

Materials:
- Soccer ball
- Cones, hurdles or other large pieces of equipment

Advance Preparation:
- Set up the obstacles on the soccer field ahead of time

Supplemental:
- ***"Identifying Hazards"* Worksheet** (pg. 49)

2) Obstacle Soccer Game

- First, explain to students the **concept of "hazards."** *A hazard is something that poses potential danger to a person.*
- Have students name potential hazards to bike riders *(i.e. animals in the road, pot holes, broken glass, rocks in the road, a person riding a bike in the dark with no lights).*
- When riding your bike, there are many things that can present danger to you.

Discussion Question:

What do you do if you want to cross a street and you can't see around a tree or parked cars? (Stand up off of the seat, walk the bike to the edge of the tree/parked car, look left-right-left again and cross when clear.)

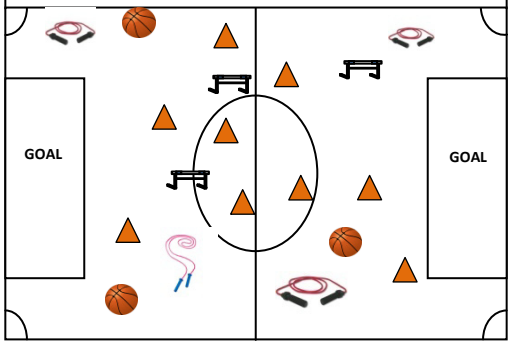
Hazards, such as the broken glass shown here, can pose potential danger, such as flat tires, to bicyclists on the road.

- *To practice avoiding hazards, we are going to play "**Obstacle Soccer**."*
- *I will divide you into two teams. You will play a soccer game, but in this game you must be very careful to **control the ball and keep it from touching any of the cones, hurdles, or other objects on the field**.*
- *Just as in bicycling, where you have to steer yourself away from hazards in the street, here you must move the ball around and away from hazards on the field.*
- *If you kick a ball into one of these obstacles, the other team gets a point, and possession of the ball.*
- *Be aware that **some obstacles may just "appear" mid-game (similar to how a stray animal could suddenly appear while you're biking**)*
- *When you score a goal, it will count for three points. The first team to reach 10 points wins.*

Obstacle Soccer Game Set Up:

1. Place obstacles randomly on the field.
2. Students play soccer game as usual, however they have to pass and dribble around obstacles.
3. If a player kicks the ball and it touches an obstacle, the other team gains 1 point and possession of the ball.
4. Goals count for 3 points.
5. The first team to reach 10 points wins. Then reset the game and play again.

Sample Obstacle Soccer Game Set-Up



Alternate activity (if no field allowed)

- If time or space does not allow for a full soccer game, you can modify the activity by setting up a row of cones each spaced 3 to 4 feet across.
- Have students dribbling the soccer ball around the cones, which helps them control movement while avoiding obstacles.

Day 3: Rules of Riding
Creative Component – Safe Bike Riding Outfits

Day Three Overview:
1. Key Principles of Safe Riding (*12 minutes*)
2. *Obstacle Soccer Game (20 minutes)*
3. **"Who Looks Safe?" Activity (*8 minutes*)**

Objectives:
1. Students learn how to apply concept of visibility to biking clothes.
2. Students become more familiar with concept of visibility.
3. Students learn that riding in groups can increase visibility.

Materials:
- Print copies of **"Who Looks Safe?" Worksheet (pg. 28)**
- Crayons, markers, pens, or pencils

Advance Preparation:
- Optional: Bring in reflective apparel or wristbands to further emphasize the visibility component of bike safety.

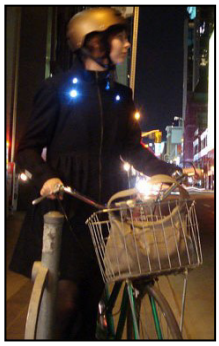
Supplemental:
N/A

3) "Who Looks Safe" Activity

Quick recap of what we have learned:
- ✓ Why people ride bikes,
- ✓ How to protect our heads when we ride (how do we do that? – **"2-finger" rule** for proper helmet fit),
- ✓ Why we want to protect our brains,
- ✓ How to get the bike ready for a ride,
- ✓ What **visibility** means (who can tell me what it means?), and
- ✓ What **predictability** means (who can tell me what it means?).

Now, we'll discuss how to make ourselves **visible** and **predictable.**

A. What can we do with ourselves to be **visible** when we ride?
- Wear a helmet (Required by law in most states, including Florida).
- Wear reflective and bright clothing, as well as reflectors on your bike. The more reflective you and your bike are, the more visible you are!
- Remember that if you can see a car, it doesn't mean they definitely see you.
- Roll up your pant leg or wear shorts while riding.
- Stay alert, don't close your eyes or wear headphones while riding. (Note: Wearing headphones is illegal in Florida and most states).
- Make sure you have a rear red tail light and a white front head light on your bike. (Required by Florida Law when riding at dawn, dusk, or night).



B. What makes us **predictable?**
- Signaling to other drivers and pedestrians before we change course,
- Riding in as straight a line as possible,
- Not weaving in and out of cars (parked or moving)
- We will be learning more about how to be predictable while riding in the next lesson. **Remember the chaos box activity!

"Who looks safe?" Activity Instructions:
- Break the class into small groups (3-6 students).
- Each group should have a **"Who Looks Safe?" Worksheet (pg. 28)**, and some crayons, markers or pens/pencils.
- The students will be drawing, designing and describing the necessary items to be visible on a bike.
- After the groups are finished, have a representative from each group present their drawing. As a class, decide which group's rider would be the safest, and discuss why certain riders are not safe.

Once all groups have presented, review all the items needed to be visible and safe on the bike: **Helmet, reflective/bright clothing, reflectors on bike, stay focused, roll up your pant leg, REAR AND FRONT LIGHTS on the bike.**

Group Members: _____

Who looks safe?

Use this worksheet to help you design and describe a safe and visible riding outfit for this rider. Don't forget all of the important points we have discussed!

Use the space on the right of the page to write what items you added to his outfit/bike to make him as visible as possible.

How we made this rider more visible:

Day 4: Safe Riding

This lesson provides a brief review of all the concepts covered so far in Lessons 1 through 3: Bike Basics, Preparing to Ride, and Rules of Riding. The students may think they are ready to ride, but there's still an important piece missing, safety, which will be covered in this lesson. Students will learn how to be most predictable and visible while on the road.

In order to be predictable, bicyclists must be able to let others know where they plan to go, whether they're turning left, right, or stopping at a corner. Additionally, bicyclists need to know what different signs and traffic signals mean, so they can ride properly and be more predictable to other users on the road. In this lesson we teach the students how to perform different hand signals as well as define what various road sign mean. Both concepts are reinforced with the hand signaling activity where students practice hand signals and reading street signs while dribbling a basketball and running.

To learn different situations they may encounter on the road, students perform safe riding skills simulations, where they must recognize different signs and signals and move accordingly, all while doing moving jumping jacks. After completing this lesson, students should be ready to go out and ride safely!

Day 4 Overview:

1. Safe Riding Introduction (5 minutes)
2. Signs and Signals (5 minutes)
3. Safe Riding Skills Simulations (15 minutes)
4. Hand Signals Activity (20 minutes)

Materials:

- Sign/signal flashcards
- Cones (minimum of 8 for two teams)
- Optional: sidewalk chalk
- Optional: prop traffic signs
- Basketballs (enough to divide students into at least 2 teams of no more than 10 students, 1 ball per team)
- Props to mark where to stop, scan, and signal.

Optional Supplemental Materials:

- In class or for homework, students can complete the "Intersections Worksheet" (pgs. 54-55)

Sunshine State Standards:

Physical Education Standards

- Movement Competency: *Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.*
  - ✓ PE.6.M.1.1, PE.6.M.1.4, PE.6.M.1.5, PE.6.M.1.12, PE.7.M.1.4, PE.7.M.1.7, PE.7.M.1.9, PE.8.M.1.7, PE.8.M.1.4, PE.8.M.1.7
- Cognitive Abilities: *Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.*
  - ✓ PE.6.C.1.1, PE.6.C.1.2, PE.6.C.1.9, PE.7.C.1.2, PE.7.C.1.3, PE.7.C.1.4, PE.7.C.1.6, PE.8.C.1.1, PE.8.C.1.2, PE.8.C.1.3, PE.8.C.1.4, PE.8.C.1.6
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.1.1, PE.7.L.1.1, PE.7.L.1.2, PE.8.L.1.1
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.1.3, PE.6.R.1.5, PE.7.R.1.3, PE.7.R.1.5, PE.8.R.1.3, PE.8.R.1.5

Health Literacy Education Standards

- Responsible Behavior: *Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.7.B.3.1, HE.7.B.3.2, HE.7.B.3.4, HE.7.B.3.5, HE.7.B.3.6, HE.7.B.3.7, HE.8.B.3.4, HE.8.B.3.5, HE.8.B.3.6, HE.8.B.3.7
- Concepts: *Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.7.C.1.3, HE.7.C.1.5, HE.7.C.1.7, HE.8.C.1.5, HE.8.C.1.7
- Promotion: *Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.1.1, HE.6.P.1.2, HE.6.P.1.3, HE.7.P.1.1, HE.7.P.1.3, HE.8.P.1.1, HE.8.P.1.2, HE.8.P.1.3

Day 4: *Safe Bike Riding*
Instructional Component – Where it is Safe to Ride

Day Four Overview:
1. **Safe Riding Introduction (5 minutes)**
2. Signs & Signals (5 minutes)
3. Safe Riding Skills Simulations (15 minutes)
4. Hand Signals Activity (20 minutes)

Objectives:
1. Students review safety topics from previous days' lessons.
2. Students learn that riding their bikes on the right (with traffic) is always the safest place to ride.
3. Students gain additional understanding of the importance of what it means to be predictable and visible when riding their bikes.

Materials:
- N/A

Advance Preparation:
- N/A

Supplemental:
- N/A

1) Safe Riding Introduction

- Briefly **review** safety concepts from Days 1-3.

✓ *Today we will focus on **places** that are safe for riding bikes. Where is safest place to ride a bike? **(On the RIGHT side of the road, with traffic not against)***

- Discuss **the steps to correctly perform any of the following on a bike**: (first ask students for their thoughts, correct as necessary)
  (1) **Exiting a driveway** – Stop, look, listen – look L-R-L before you turn onto the road in the same direction as traffic. If on sidewalk, do the same to make sure you don't have a collision with a pedestrian
  (2) **Crossing a street** – Same process as exiting a driveway.
  (3) **Approaching a crosswalk** – Slow down and stop. Look L-R-L for pedestrians crossing the street. Cross when coast is clear.
  (4) **Passing people on the sidewalk** - Yield to pedestrians (people who are walking) and always try to pass them on the left. Warn them by yelling "On the Left!" before passing them. *(Define Yield if necessary)*

***Important points to emphasize*:**
- ✓ Remember to: **Stop. Look. Listen.**
- ✓ Cross the street this way: **Stop. Look L-R-L.**
- ✓ Obey all **traffic signs and signals.**
- ✓ **Bikes on the street are similar to cars on the street** in that they are both **VEHICLES**.
- ✓ Like a car would do, ride your bike **with traffic** (right side of the road).
- ✓ ALWAYS ride in a **straight line** (never weave in between cars!).
- ✓ When on your bike, **ride where cars *expect* you to be** (on the ***right***, going in the ***same*** direction as traffic). This makes you **VISIBLE** and **PREDICTABLE**!

Discussion Questions:
- *Can we ride on the sidewalk? Even when we ride on the sidewalk we have to be careful.*
- *What are some of the **traffic signs** we see riding our bikes? **Should we do what the signs tell us**? (Yes, always! Bikes are vehicles and need to follow the rules too.)*
- *Who has the "**right-of-way**" – bikes or pedestrians? (Pedestrians)*
- *If a person rides in the street, **which side of the street should they ride on**? (Always ride WITH (not against) traffic when on a bike. When walking/jogging, we do the opposite.)*
- *What if the street is a **one-way street**? (Always ride WITH traffic.)*
- *Should we ride our bikes in a **zigzag** pattern back and forth **weaving around from side to side**? (No! Always ride in a straight line to be predictable and safe.)*

Day 4: Signs and Signals
Instructional Component – *What do Signs and Signals Mean?*

Day Four Overview:
1. Safe Riding Introduction (5 minutes)
2. **Signs and Signals (5 minutes)**
3. Safe Riding Skills Simulations (15 minutes)
4. Hand Signals Activity (20 minutes)

Objectives:
1. Students learn what signs and signals they will encounter on the road.
2. Students learn what the signs and signals mean.

Materials:
- Sign/signal flashcards

Advance Preparation:
N/A

Supplemental:
Optional: In class or for homework - have students complete the ***"Intersections worksheet"*** **(pgs. 54-55).** You can draw the intersections and the proper maneuvers on a board or on the ground in sidewalk chalk, if available.

2) Signs and Signals

What do the signs and signals mean out on the road?

- Why do we need to know what the signs and signals we encounter mean? (*So we can follow them and ride safely!)*
- What signs might we encounter on the road? What about signals? (Ask for student input here and write their answers on chart paper or whiteboard if available).
- What do you think **"right-of-way"** means? (When two people get to the same place at the same time, right-of-way lets us know who gets to go first). *If you have time, discuss situations and talk about who has right of way; ex: right turn has right-of-way to left turn.

Examples of signs and signals:

Railroad crossing: Slow down, stop, look and listen for a train. If a train is coming, wait for it to pass before proceeding.

Yield: Slow down as you approach the intersection. Prepare to stop and yield the **right-of-way** to vehicles and pedestrians in or approaching the intersection. You must come to a full stop at a YIELD sign if traffic conditions require it. When you approach a YIELD sign, check carefully for traffic, and be prepared to stop.

For flashcards of the signs to show the class, please refer to the next few pages in this curriculum.

Make sure the students understand the meanings of each sign and signal!

Green light: Proceed through intersection.

Red light: Stop, do not proceed through

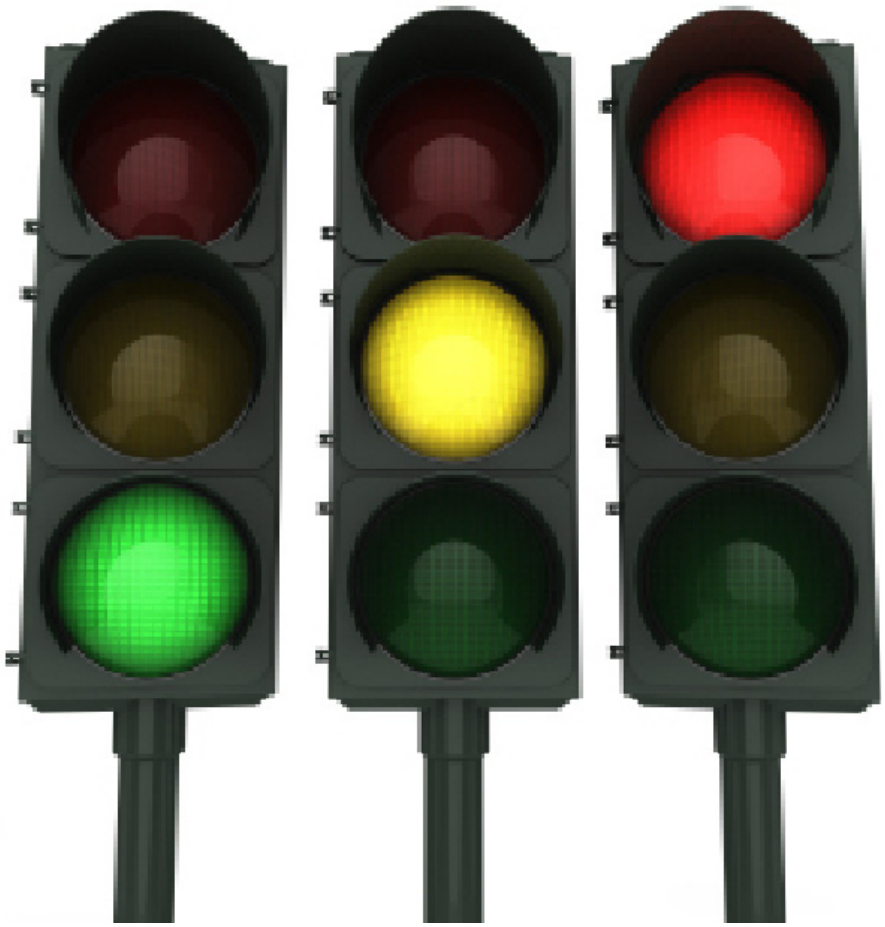
Yellow light: Slow down and prepare to stop.

Pedestrian Crossing: Come to a complete stop, look both ways before continuing to ensure there are no pedestrians in your way.

Stop Sign: Come to a complete stop, look both ways before continuing.


YIELD


STOP

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Day 4: Safe Bike Riding
Creative Component – Safe Biking Skills Simulations

Day Four Overview:
1. Safe Riding Intro (5 minutes)
2. Signs and Signals (5 minutes)
3. **Safe Riding Skills Simulations (15 minutes)**
4. Hand Signals Activity (20 minutes)

Objectives:
1. Students will learn about how to safely maneuver their bikes by way of obeying traffic signs and signals.
2. Students will practice obeying traffic signs and signals through a fun team building activity.
3. Students will gain additional understanding of the importance of what it means to be *predictable*.

Materials:
- Cones (minimum of 8, if two teams)
- Optional: Sidewalk chalk
- Optional: Prop Traffic Signs - (or any other props that could be used to symbolize a green light, yellow light, red light, and STOP sign)

Advance Preparation:
- Set up your cone boundaries.
- Cut out prop traffic signs or select other props, such as green, yellow and red balls, to symbolize a green light, yellow light, red light, and STOP sign, respectively.

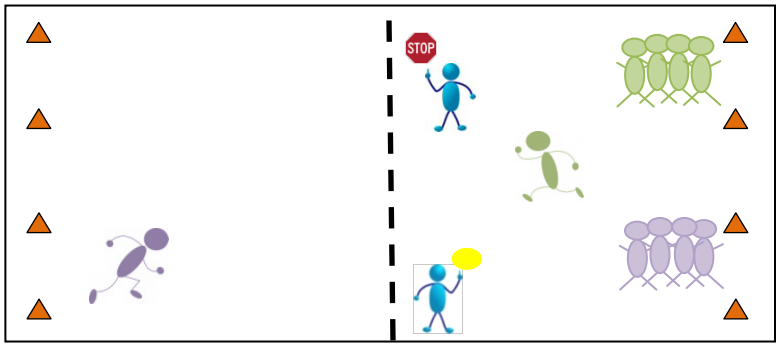
Supplemental:
- Optional: To make it ***more challenging***, have students complete 10 counts out loud of air bicycle abdominal crunches once they have completed the drill and are seated.

3) Safe Riding Skills Simulations

- Now that we know the signs and signals on the road, we need to follow them, just like cars do!
- Remind students that **following the rules of the road** (like stopping at stop signs and red lights) **make you *predictable***, and thus keep you *safe* in a car, walking, or on a bike.

*For these drills, we are going **to pretend we are on bikes**.*
- ✓ *Do we need to **stop at stop signs and obey traffic signals** when we are on our bikes? (Yes, always!)*
- ✓ *What if you are riding with friends and at a stop sign, the person riding in front of you yells "the coast is clear!" – is it OK to ride through without stopping? (No! Would it be OK for a car to do that? No!)*

Sample Safe Riding Skills Set-Up



- Divide class into 2-4 teams of 10-14 students each. Have each team line up along the side of the court.
- Have one **student volunteer** from each group **line up along the center** of the court, facing the line of their teammates.
- The **volunteers** at the center line will **represent traffic signs** and signals of their choosing (such as a STOP sign or red light). You can use different hand signals or signs to represent each traffic sign.
- Use **cones** to **represent the end of a street** on the opposite side of the court.
- Starting with one side of the court, have **students take turns doing moving jumping jacks (in place of bike riding)** as they move toward the end of the "street" where their teammate is located at the center court. (*Variation*: have them do other movements, like frog jumps, bunny hops, crab walk, etc. each time through)
- When **they get to the "human traffic signal," they need to stop and obey the sign**; look *Left-Right-Left* and once clear, they can continue going across the "street" to the end of the "street" (by the cones), where they will turn around and run back to the back of their line.
- Your "human traffic signal" volunteers can **hold up different traffic signs** (**or different colored balls** to represent signs) **or they can strike a particular pose** that is agreed upon as the signal for stop light (such as hands on hips) or green light (such as hands straight up like a "touchdown."
- **Students who fail to STOP** and look *Left-Right-Left* before crossing the "street," **must return to the line to start the drill again**.
- The first team to complete the drill *and be seated* in the line wins.

Variation: You can also do a yield sign, and have the students run towards one volunteer in the middle who is holding a yield sign. The teacher will call out which side has right of way (blue team, team 1, etc.) and that team member may go while the other has to stop.

Day 4: Safe Riding
Modeling Component – Hand Signals

Day Four Overview:
1. Safe Riding (5 minutes)
2. Signs and Signals (5 minutes)
3. Safe Riding Skills Simulations (15 minutes)
4. **Hand Signals Activity (20 minutes)**

Objectives:
1. Students will learn how to properly signal with their hands to help drivers and other bicyclists know what they intend to do and where they intend to turn.
2. Students will practice obeying traffic signs and signals through a fun team building basketball signaling activity.
3. Students will gain additional understanding of the importance of what it means to be *predictable* when riding their bikes.

Materials:
- Basketballs (enough to divide the students into at least 2 teams of no more than 10 students, with 1 ball per team)
- Cones
- Something to mark where to stop, scan, and begin signaling

Advance Preparation:
- Review ***Proper Bicycle Hand Signals*** (pg. 39) for today's lesson.
- Set up cones and marker.

Supplemental:
Optional: In class or for homework - have students complete the "***Intersections* Worksheet**" (pgs. 54-55). You can draw the intersections and the proper maneuvers on a board or on the ground in sidewalk chalk, if available.

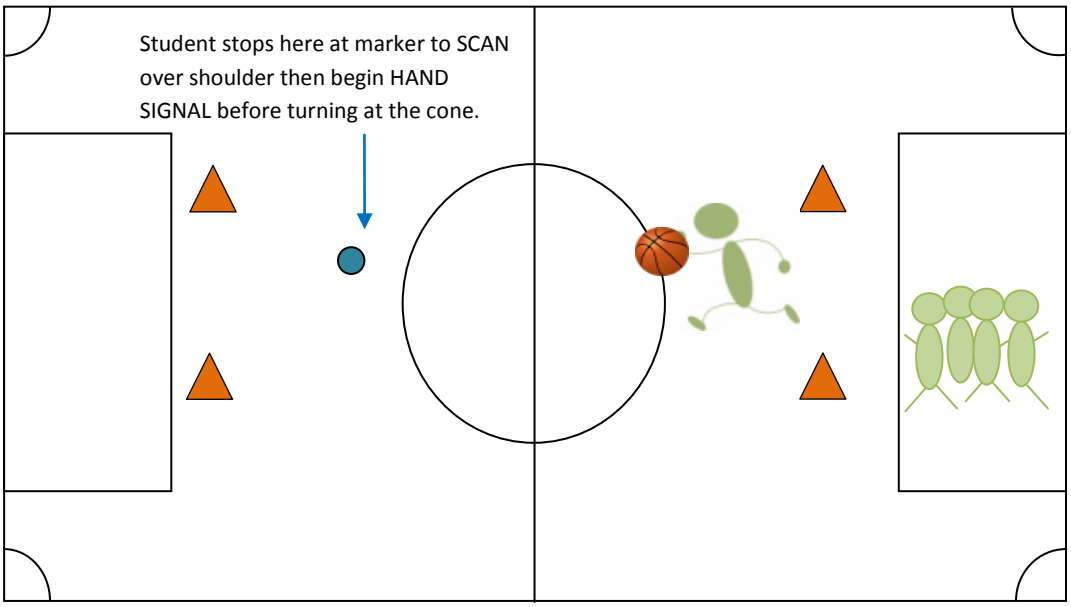
4) Hand Signals Activity

- Introduce the concept of using **hand signals** to **indicate to those around you where you want to move** while on a bike.
- Just like following the rules of the road, using hand signals helps make you ***predictable***, and thus keeps you *safe*.
- Teach the **proper bicycle hand signals** to use when making a left turn, right turn, and stopping (refer to pg. 39).

Basketball Hand Signaling

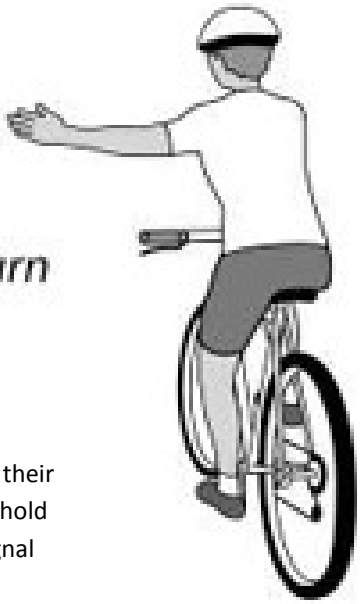
- Have students form lines along the side of the court (try to have no more than 10 per line).
- Provide 1 basketball per line.
- The first student in each line with a basketball will **dribble to the other side** of the court.
- When they get to the other side, they must **SCAN over their LEFT shoulders** (*to check for cars*).
- Next, they must **indicate that they are making a LEFT turn** by doing the **proper hand signal with their left hand and still dribbling the ball with their other hand.** **This is similar to having to handle the bicycle with your opposite hand while signaling.*
- Once the turn is completed, students pass the ball to the next person in line.
  **Repeat the drill to practice the RIGHT and STOPPING hand signals.*

Sample Hand Signals Activity Set-Up



When the student with the basketball reaches the marker at the other side, s/he must **stop** (but **keep dribbling**), **scan**, and **signal** (with the non-dribbling hand) in the direction that they are turning before heading back to the line. The **challenge** of having to continue dribbling with one hand while signaling with the other is similar to having to hold onto the bike with one hand while signaling with the other.

Proper Bicycle Hand Signals



Left Turn

Students can either pulse their arm (like a car blinker) or hold it steady (as shown) to signal when they are turning.

Stopping

Students should know that this signal may be used for both slowing AND stopping. It is helpful to do this when riding with other bicyclists and to shout "STOPPING!" or "SLOWING!" while making this signal.

Right Turn

Alternate Right Turn

Note: There are two correct hand signal options for a right-hand turn. The origin of these two signaling options has to do with the hand signals drivers use when their blinkers are broken. Given that drivers do not have the option of using their right hand to signal that they are turning, they use their left hand (like the bicyclist on the left in the above picture). Tell students they should choose whichever option they are most comfortable doing, depending on the hand with which they prefer to hold the bike (or in the case of the *basketball hand signal* activity, the hand with which they prefer to dribble the ball).

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

This final, ***optional***, lesson in the BikeSafe curriculum provides students an opportunity to apply hands-on the bike safety skills they have learned on actual bikes (with helmets of course). This lesson consists of a bike rodeo followed by a neighborhood bike ride. The bike rodeo begins with the pre-ride checklist, where the bicyclists must check their helmet fit, clothing, and perform the ABC Quick Check before getting on their bikes.

Once they are prepared to ride, the students will participate in two bike rodeo "stations" where they will practice different bike safety skills. At the first station, students will ride their bikes to a designated point (stop sign) where they will stop (without dragging their feet), look left-right-left, then re-start riding using the "power pedal" skill. At the next station, they will practice scanning and signaling (while riding in a straight line), and then turning in the direction they signaled.

Finally, after completing the stations, the bicyclists are ready to hit the road for a neighborhood bike ride! The route will be predetermined, and lead by teacher and parent volunteers.

Day 5 Overview

1. Pre-Ride Checklist (15 minutes)
2. Bike Rodeo Station: Start & Stop (Power Pedal) (15 minutes)
3. Bike Rodeo Station: Scanning, Signaling, and "Putting it all Together" (15 minutes)
4. Neighborhood Bike Ride (30-60 minutes)

Materials:

- 1 bike per person
- 1 properly fitting helmet per person
- Bicycle floor pump with pressure gauge.
- Cones and/or sidewalk chalk to mark the course.

Optional Supplemental Materials:

- Do a preliminary assessment of the bikeability of the area and surrounding community.
- If you have students who bike to school already, have them share their route and what they like/dislike about it.
- On community route map, indicate where existing bike facilities (lanes, sharrows, bike racks, etc.) are located.

Sunshine State Standards:

Physical Education Standards

- Movement Competency: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.
  - ✓ PE.6.M.1.1, PE.6.M.1.5, PE.6.M.1.12, PE.7.M.1.4, PE.7.M.1.7, PE.7.M.1.9, PE.8.M.1.1, PE.8.M.1.4, PE.8.M.1.7, PE.8.M.1.9
- Cognitive Abilities: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.
  - ✓ PE.6.C.1.1, PE.6.C.1.2, PE.6.C.1.9, PE.7.C.1.2
- Lifetime Fitness: Participate regularly in physical activity.
  - ✓ PE.6.L.1.1, PE.7.L.1.1, PE.7.L.1.2, PE.8.L.1.1, PE.8.L.1.2, PE.8.L.1.3
- Responsible Behaviors and Values: Exhibit responsible personal and social behaviors during physical activities.
  - ✓ PE.6.R.1.3, PE.6.R.1.5, PE.7.R.1.3, PE.7.R.1.5, PE.8.R.1.3, PE.8.R.1.5
- Responsible Behaviors and Values: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
  - ✓ PE.6.R.2.1, PE.7.R.2.1

Health Literacy Education Standards

- Responsible Behavior: *Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.3.7, HE.7.B.3.6, HE.8.B.3.6
- Concepts: *Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.8.C.1.7
- Promotion: *Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.8.P.1.2

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

Day Five Overview:

1. **Pre-Ride Checklist (15 minutes)**
2. Bike Rodeo: Start and Stop (Power Pedal) Station (15 minutes)
3. Bike Rodeo: Scanning, Signaling and "Putting it all Together" Station (15 minutes)
4. Neighborhood Bike Ride (30-60 minutes)

Objectives:

1. Students review and practice the ABC check on their bikes.
2. Students review and practice the "2-finger" rule for proper helmet fit using their helmets.
3. Students prepare to gain real-world experience riding their bike on a community bike ride.

Materials:

- 1 bike per person
- 1 bike helmet per person
- Bicycle floor pump with a pressure gauge

Advance Preparation:

- Recruit parent and/or teacher volunteers.

Supplemental:

- Do a preliminary assessment of the bikeability of the area and surrounding community.

1) *Pre-Ride Checklist*

- Review the necessary **pre-ride (bike and person) checks.**
- As you review the **"ABC Quick" Check** (see Lesson 2.2 pg. 12) have the students perform the check on their own bikes.
- **Add air** to the tires if the pressure is low (check the writing on the outside of the tires to find out the recommended tire pressure – depending on the child's bike, it may be between 45-80 psi).
- Ensure that **all quick release levers are closed** and **brakes work** (these levers are commonly found on wheels, brakes and saddle).

- *What do we do before we even get on the bike to go for a ride?*
  - ✓ *We must first perform an **"ABC Quick" Check** to make sure everything is working properly.*
- *Does anyone remember what ABC Quick stands for?*

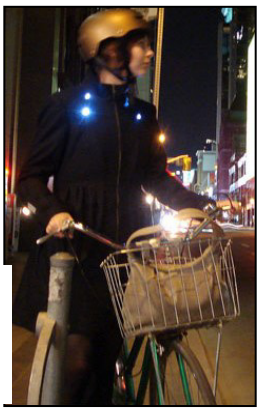
(5) Ensure that all participants (adults and children) have a properly fitted **helmet.**

- *What about our heads? How do we **protect our brains**?*
  - ✓ *Wearing a properly fitted helmet!*
- *Does anyone remember what we do to make sure our helmet fits properly?*
  - ✓ ***2-Finger Rule***
- *Can someone show me how to do it?*
  - ✓ *It's important that we always wear our helmet when we ride our bikes so that we don't damage our **brain** in case of an accidental fall or crash.*
  - ✓ *It is **against the law** to not wear a bike **helmet** if you're under 16 years old (in many states, such as Florida) because your brain is still developing and we want to protect it in every way possible.*

✓ Review the **"*2-finger*" rule** (see Lesson 1.2 page 2).

✓ Have each child perform the **"*2-finger*"** check with their helmet.

✓ Assist in adjusting the straps of the helmet for a better fit.



→ **Right:** The cyclist has a properly fitting helmet, reflective flair on her jacket, and a white front light on their bike.

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

Day Five Overview:

1. **Pre-Ride Checklist (15 minutes)**
2. Start and Stop (Power Pedal) (15 minutes)
3. Scanning, Signaling and "Putting it all Together" (15 minutes)
4. Neighborhood Bike Ride (30-60 minutes)

Objectives:

1. Students review and **practice the ABC check** on their bikes.
2. Students review and **practice the "2-finger" rule** for proper helmet fit using their helmets.
3. Students prepare to gain **real-world experience** riding their bike on a community bike ride.

Materials:

- 1 bike per person
- 1 bike helmet per person
- Bicycle floor pump with a pressure gauge

Advance Preparation:

- Recruit parent and/or teacher volunteers.

Supplemental:

- Do a preliminary assessment of the bikeability of the area and surrounding community.

1) Pre-Ride Checklist (continued)

- Finally, review the principles of **predictability**, **visibility**, and always **riding WITH the direction of traffic**.

✓ Emphasize **predictability** by walking in a **zigzag** and a **straight-line**, **showing that a straight line is much more predictable** and a car will be able to predict where you are going.

✓ Review **visibility** and the importance of being seen on a bike and what it means to be seen.

- *It is important that we are **predictable** when we are riding our bikes because it allows others to **know where we are going**, which keeps us **safe**.*
  - ✓ *We'll practice using **hand signals**, which will make us more **predictable** because we'll be indicating to others where we plan to go.*
  - ✓ *Also, we must always **ride in the same direction as traffic (in America, that means on the RIGHT),** which is most predictable. This is because drivers who are pulling onto the roadway look mostly in the direction from which traffic is coming before pulling out. They may not see you if you're coming from the other way!*

- *It is also important that we are **visible** when are riding our bikes because it allows others to **see us**, which keeps us **safe**.*
  - ✓ *Being visible means that someone can **see you really well** from a distance, even if it is dark outside.*
  - ✓ *This means you should be wearing **light and bright clothes**, preferably something that is **reflective**.*
  - ✓ *The **law requires** that your bike have a **white LIGHT, not just a reflector** (on the **front**) and a **red LIGHT** (on the **back**) when riding at dawn or dusk.*

Above: Vest displays example of reflective gear you can wear to be more visible at night.

Above: Example of what a back red and front white bike light look like.

← **Left:** An example of a bicycle with a white front light and a rear red light, which are both required by law.

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

Day Five Overview:
1. Pre-Ride Checklist (15 minutes)
2. **Start & Stop (Power Pedal) (15 minutes)**
3. Scanning, Signaling and "Putting It All Together" (15 minutes)
4. Neighborhood Bike Ride (30-60 minutes)

Objectives:
1. Students learn the "Power Pedal" start.
2. Students practice starting and stopping safely on the bike.
3. Students gain additional understanding of the importance of being predictable by riding in straight lines (not weaving in and out).

Materials:
- 1 bike per person
- 1 bike helmet per person
- Cones or sidewalk chalk to mark the course

Advance Preparation:
- Prepare course for drills.
- Recruit parent and/or teacher volunteers.

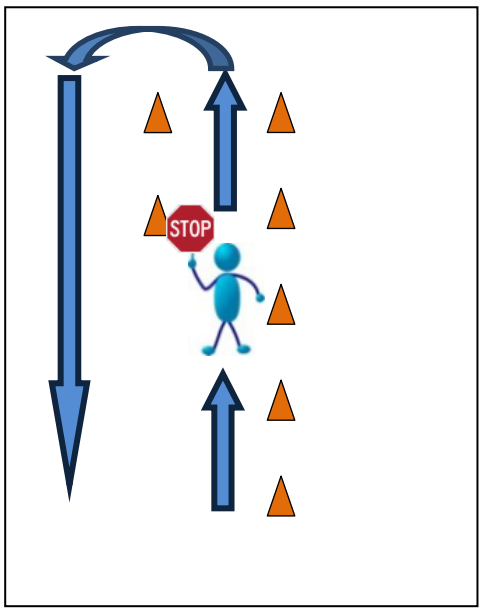
Supplemental:
- Do a preliminary assessment of the bikeability of the area where you will set up the bike drills as well as the surrounding community.
- If you have students who bike to school already, have them share their route and what they like/dislike about it.

2) Start & Stop (Power Pedal)

- This bike rodeo station is the first on-bike station and will involve three key bike skills.
- Arrange the station with cones or flags as shown in the image below.
- Explain the station to the students (see text boxes to right) and demonstrate what they are to do.
- Instructor should stand by the middle cone, holding a stop sign if possible.

= Cone

= Instructor's Position



Blue arrows indicate the direction the drill flows as the students on bikes practice the start/stop and power pedal drills.

- To do the "**power pedal,**" put one foot on the ground and the other foot in the 2 o'clock position on the pedal (I will demonstrate).
- After you look left-right-left to make sure there are no cars, bikes, or people coming, you **push off the ground with your foot** and **push down on the pedal with the other foot at the same time**.
- This will help you get a quick burst of speed and get you moving safely.

- ✓ *It is **most important** to be able to start and stop in a **straight line**, especially when you are riding on a road with cars. [I will demonstrate.]*
- ✓ *You will ride in a **straight line** on the **left side of cones**.*
- ✓ *When you get to the middle cone, you must **stop by gently using your brakes (NOT your feet!), place one foot on the ground while straddling your bike, keep the other foot on a pedal, then look left-right-left.***
- ✓ *If you have coaster brakes (and no brake levers) you will slowly push your pedals backwards to activate the brakes and slow the bike down.*
- ✓ ***After stopping to check if it is clear to cross, return to the power pedal position** and **ride to the last cone** where you will **turn around the cone** and ride back to where you started and repeat the drill.*
- ✓ ***Once the first student has re-started after the STOP sign, the next student may begin.***

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

Day Five Overview:
1. Pre-Ride Checklist (15 minutes)
2. Start & Stop (Power Pedal) (15 minutes)
3. **Scanning, Signaling & "Putting It All Together" (15 minutes)**
4. Neighborhood Bike Ride (30-60 minutes)

Objectives:
1. Students will practice proper bicycle hand signals.
2. Students will gain additional understanding of the importance of being predictable while riding.
3. Students will gain confidence in their bike handling skills.

Materials:
- Bicycle floor pump with a pressure gauge
- 1 bike per person
- 1 bike helmet per person
- Cones or sidewalk chalk to mark the course

Advance Preparation:
- Prepare course for drills.
- Recruit parent and/or teacher volunteers.

Supplemental:
- Do a preliminary assessment of the bikeability of the area where you will set up the bike drills as well as the surrounding community.

3) Signaling & Scanning

- Now that the students have learned and practiced how to ride in a straight line, it is time to teach them **how to signal**.

- *Why is it important to signal while on the bike?*
  - ✓ By signaling we make ourselves more **predictable,** and thus safer.
  - ✓ A bicycle doesn't have a turn signal like a car so we need to signal with our hands.
  - ✓ By signaling we are able to let others know whether we are turning **left, right, slowing down, or stopping**.

- When teaching this exercise, it is important to teach your students to **signal *before* turning the bike** and then to put their signaling hand back on the bike so that they can **execute the turn with two hands**.

- After each student has successfully done the scanning drill many times, have students <u>practice the entire sequence</u>: **scanning, then signaling before turning**.

This station is going to be a little more challenging than the last one.

- *You are going to **make a left turn** at the very last cone.*
- *However, **when you pass me**, you **must signal** that you are turning left.*
- *After you signal, **make your turn using both hands on the handlebars.***
- *Next, you'll practice **scanning** over your left shoulder.*
- *When you pass me, you'll tell me **how many fingers I'm holding up.***
- *Lastly, we'll **put it all together** and practice **scanning, then signaling, then executing the turn.***

Teacher should demonstrate each portion of this station, then the complete station before the students attempt it!

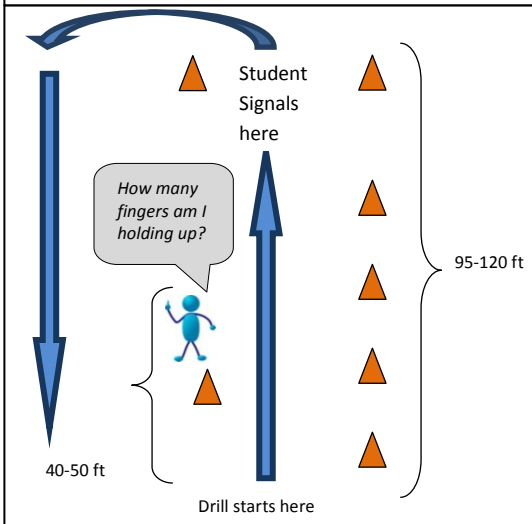
Refer to the image on **right** for tips on how to set up and execute this station →

= Cone

= Instructor's Position

← **Left:** A child practices signaling.

Scan/Signal Drill Station Set-Up



Blue arrows indicate the direction in which the drill flows as the students on bikes practice scanning and signaling.

Day 5: Bike Rodeo and Neighborhood Bike Ride *(Optional)*

Day Five Overview:

1. Pre-Ride Checklist (*15 minutes*)
2. Start & Stop (Power Pedal) (*15 minutes*)
3. Scanning, Signaling and "Putting It All Together" *(15 minutes)*
4. **Neighborhood Bike Ride *(30-60 minutes)***

Objectives:

1. Students gain hands-on experience riding their bikes.
2. Students put into practice the skills they have learned in the course, such as using hand signals, riding predictably, and obeying traffic signs and signals.
3. Students gain additional understanding of the importance of being predictable and visible to others while biking.

Materials:

- 1 bike per person
- 1 bike helmet per person
- Map of the bike route
- Adult volunteers (ideally, 1 adult for every 6-10 students)

Advance Preparation:

- Perform a preliminary assessment of the bikeability of the surrounding community.
- Create a map of the designated route for community bike ride.
- Recruit parent and/or teacher volunteers.

Supplemental:

- Indicate location of existing bike facilities (bike lanes, bike racks, etc.) on bike route map.

4) Neighborhood Bike Ride

This activity provides a safe environment for students to gain **hands-on experience** riding a bicycle.

- A neighborhood bike ride route must be prepared in advance and requires some **parent/volunteer support**.
- Have each student perform the Pre-Ride "Check list" before beginning the neighborhood ride.
- Divide the participants into **groups** containing **1 adult for every 6-10 students**. There should be a lead adult and "caboose" adult riding bikes.
- The role of the adult is to **supervise and assist students in maneuvering at intersections**. It may also be helpful to have some parents positioned along the route, especially at major intersections, to act as guides and check-in posts.
- The **route may range from 1-4 miles** depending on the age of the students, size of the groups, and the neighborhood.
- The groups should **leave in intervals**.
- **Place signs around the designated route** that make the community aware that there is a bicycle event taking place so that they can expect to see groups of bicyclists.

- *It is important that you **take responsibility for yourself** when we ride.*
- *Do not just "follow the leader" when crossing the street or intersections without first looking for yourself to make sure it is safe to cross.*
- *You should ride single file **on the right**.*
- *Do not pass each other unless you absolutely must do so in order to avoid a hazard. **If passing, do so on the left side of the person and tell them loudly "passing on your left!"***
- *This is not a race! It is important that you **stay with your group leader all times** and that you do not go ahead of them unless they tell you to.*
- *When you get to **intersections, stop signs, and stop lights** it is important that you use **the hand signal for slowing/stopping** while **shouting "slowing/stopping"** so that those behind you don't crash into you.*
- *We must also make sure we **signal and scan** when **making left or right turns**.*

→**Right:** example of the type of **signs** that can be **posted** throughout the designated **bike route.**

COMMUNITY BICYCLE EVENT TODAY!
7:30am-8:30am
Expect bicyclists along this route.

← **Left:** Young bicyclists prepare for a neighborhood ride.

Optional Activity - Extra credit homework and/or state exam practice:

✓ Assign students a 1-page essay describing why they think the bike safety skills they learned are applicable to a neighborhood bike ride. Incorporating a self-reflective writing component is helpful in preparing students for standardized state exams.

Supplemental Activity
Video and Discussion

Activity Overview:
1. **Video (10 minutes)**
2. **Discussion (10 minutes)**

Objectives:
1. Students will learn bike safety tips from children who are their age.
2. Students will engage in open discussion with the teacher and each other about bike safety concepts.

Materials:
- A computer and internet are required to download and view the **"Bike Safe Bike Smart" video** from the *National Highway and Safety Administration* (NHSTA) website: http://www.nhtsa.gov/Driving+Safety/Bicycles/Bike+Safe+-+Bike+Smart+%2825MB+and+146MB,+WMV+format%29
- Audio/visual equipment (i.e., computer and projector screen) are required to show video to students

Advance Preparation:
- Test link to video (if viewing online)
- Set up video screen in area for kids to view

Supplemental:
N/A

1) Video

Introduce the video and provide background on the use of bicycling and importance of safety on and off the bicycle. Ask students to pay attention to safety tips they will hear in the video. Then, play the video.

2) Discussion

Hold an open discussion or question and answer session about topics from the video. If available, use a white/chalk board to write the students' responses so that they can be listed as a group.

Sample questions and answers are shown in the script to the right→

How many of you have ever ridden a bike? How many of you have a bike? How many of you ride your bike to school? For the next 4 classes, we are going to learn about bikes and, most importantly, how to be safe while riding bikes. We won't be riding bikes in class, but we will be doing some activities that will remind us how to act when we do ride bikes.

Today we are going to watch a video. Pay close attention to any bike safety tips that are mentioned in the video. You may be asked questions about them later…

(1) What is an example of a bicycle safety tip discussed in the video?
Follow the rules of the road, obey traffic signs, signal when turning, be seen, be predictable, put lights on your bike, avoid risky behaviors, wear a helmet that fits.

(2) Why is that important?
To keep us safe and to make sure we don't hurt ourselves or anyone else.

(3) Were there any bicycle safety tips missing from the video?
Roll up the bottom of your right pant leg before you get on the bike (so it doesn't get caught in the chain rings). Zip up your backpack before you ride your bike. Tie your shoe laces. No flip-flops. No bare feet.

(4) What are some purposes for bicycling?
Fun, transportation to places like school, the store, or a friend's house, exercise, and to save money and help keep the environment clean by not using gasoline.

Supplemental Activity
Egg Drop Demonstration

Activity Overview:

- **Egg will represent a head.**
- **Egg will be dropped into a bag of Styrofoam to represent the protective effects of a bike helmet.**
- **It will then be dropped on hard surface to represent the potential damage that could be done without helmet protection.**

Objectives:

1. Students will learn about the fragility of the brain.
2. Students will use the egg demonstration as an analogy for the protected vs. unprotected head.

Materials:

- Eggs (1-2 per demonstration)
- 1 large, clear plastic bag (medium or large trash bag size) or large container
- Styrofoam peanuts (enough to fill bag or large container)
- Cleaning supplies to clean up after the demonstration

Advance Preparation:

- Obtain all of the above supplies.
- Draw a smiley face on the egg(s) ☺

Supplemental:
N/A

Egg Drop Activity

"2-Finger" Rule Helmet Demonstration
Explain to students that the only way that a helmet can protect us is if we wear it correctly. If worn incorrectly, it does us no good. Describe the right way to wear a helmet.

Present your students with your container or large plastic bag filled with Styrofoam peanuts.

Explain to them that the egg you have is similar to your brain because of its vulnerability.

Ask them if they think the egg will survive a sudden fall if it lands in the bag of Styrofoam.

Explain to them that the bag of Styrofoam peanuts will act just like a helmet acts when it protects our brains.

Drop egg, above bag of Styrofoam, from the height of where the child would be when riding.

Retrieve egg. Demonstrate how little protection our bare skulls (the egg's shell) provide us when not wearing a helmet. Drop egg onto hard pavement.

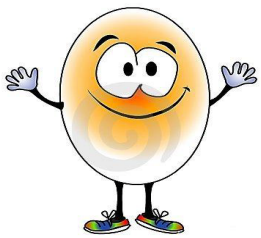
This egg is just like our heads. Our skulls may feel like they are tough, but they are actually quite fragile, just like the shell of this egg.

Now recall that we discussed what our helmets are made of – they are made of Styrofoam, with a plastic coating. The Styrofoam acts like a pillow to protect our heads. If I were to drop this egg into this container of Styrofoam peanuts, from about where your head would be if you were riding your bike, would the egg survive?

(Correct answer: Yes, because the Styrofoam is going to act as a buffer, or a pillow, to protect the egg! This is exactly how our helmets work!)

Now, what do you think would happen if I were to drop this egg onto the hard ground, from about where your head would be if you were riding your bike-- would the egg survive?

(Correct answer: No, the egg will not survive. The Styrofoam in the helmet provides crucial protection to our brains. Not wearing a helmet while riding a bike is dangerous because if you were to fall or crash, there would be nothing there to protect your head.)



Like an egg, our head is fragile and easy to break so it is crucial that we protect our heads with a properly fitted helmet when riding our bikes.

Supplemental Activity
Identifying Hazards Worksheet

Activity Overview:

- **Introduce the concept of road hazards for bicycles (3 minutes)**
- **Hazards Worksheet (10 minutes)**
- **Review Worksheet (5 minutes)**

Objectives:

1. Students become familiar with potential hazards to bicyclists.
2. Students become familiar with possible ways to face and respond to a hazardous riding situation.
3. Students gain understanding of ways to identify and react to potential hazards before and while riding.

Materials:

- Writing utensils (1 per student)
- "*Identifying Hazards*" **Worksheet** (on the following page)
- *"Identifying Hazards"* **Simple Answer Key** (found on the following pages)
- *"Identifying Hazards"* **Detailed Answer Key** (found on the following pages)

Advance Preparation:

- Make enough copies of *"Identifying Hazards"* Worksheet (pgs.54-55) for each student

Supplemental:

N/A

Identifying Hazards Activity

- Who knows what the word "hazard" means? Explain to campers the concept of "hazards." A hazard is something that poses **potential danger** to a person. Have students discuss potential hazards in various situations. Have students name potential hazards to bike riders. Sample hazards: animals in the road, pot holes, broken glass, riding a bike in the dark with no lights.

- When riding your bike, there are many things that can present danger to you. What do you do if you're trying to cross a street and can't see around a hedge or tree or parked cars? (*Stand up off the seat, walk the bike to the edge of the visual screen, look left-right-left again and cross when clear)*

Road Hazards Worksheet

- Instruct students to complete the *Identifying Hazards* Worksheet. There are **13 potential hazards hidden** throughout the worksheet. Students should identify the hazards by circling them on the worksheet. Give students a 5-10 minute time limit to complete the worksheet.
- **Review the hazards** together as a large group. Have students explain how and why each of the 13 items are hazards.
- Refer to the **Simple and Detailed Answer Keys** to help correct students' responses and remind the group of important safety considerations.

Important point to emphasize:

It is of critical importance to review the detailed answer sheet responses so that your students are aware of *less obvious* dangers and why some of these things are actual dangers.

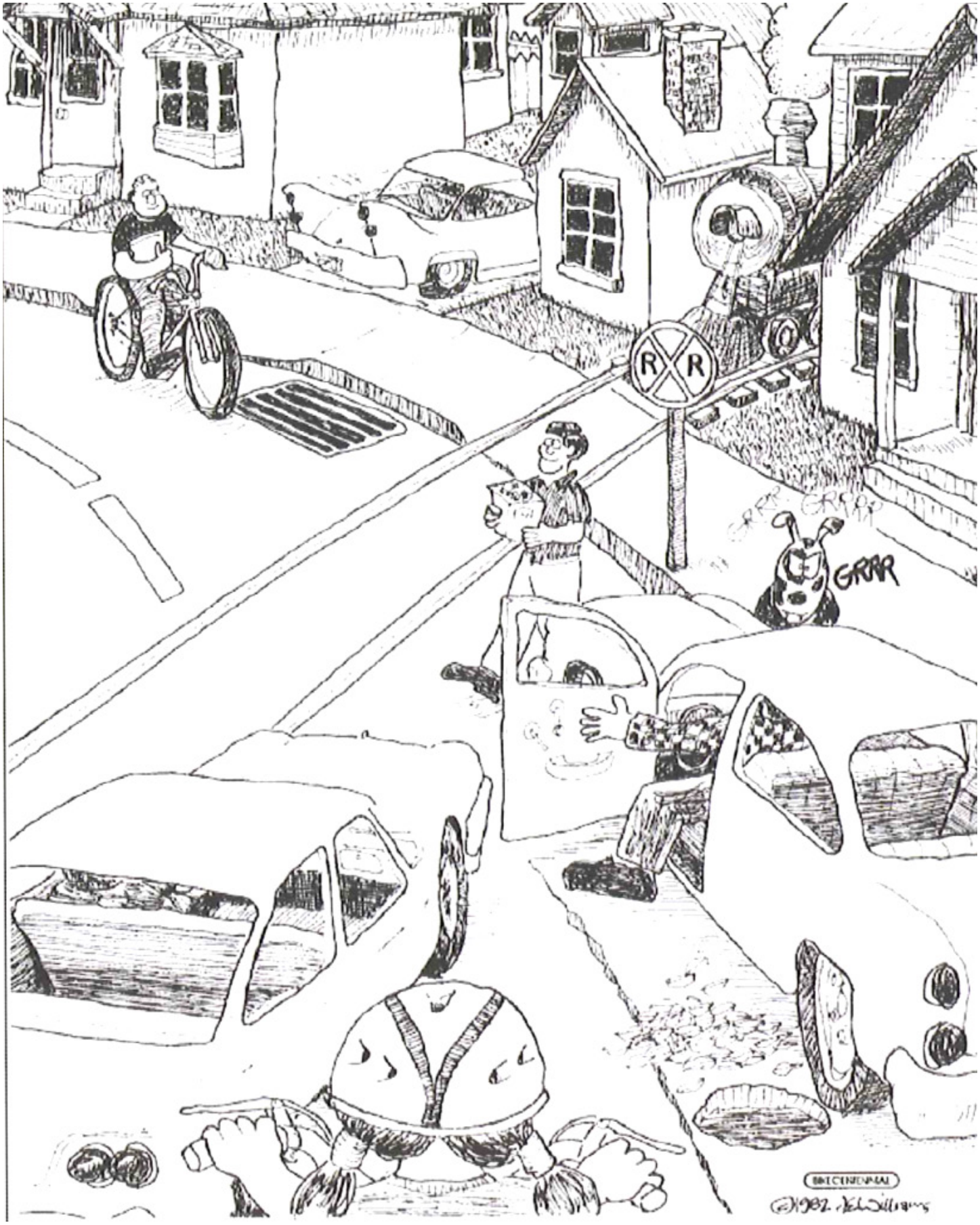
Follow up question:

Who can tell me ONE hazard that they found, WHY it is a hazard, and HOW to respond if you were faced with it while riding your bike?

Hazards, such as this distracted driver, can pose potential danger to bicyclists on the road.

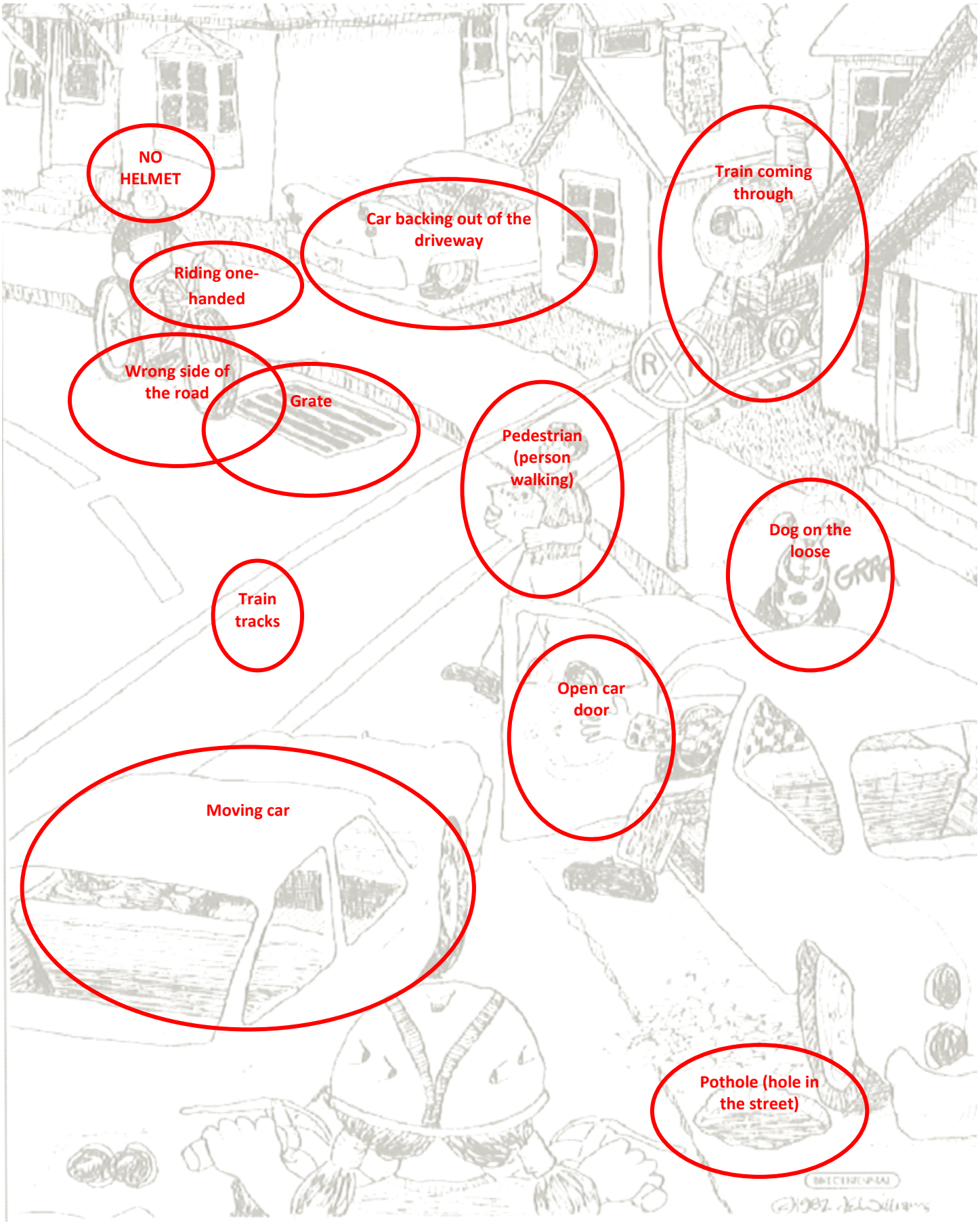
"Identifying Hazards" Worksheet

Directions: Circle all the hazards shown in the picture. Work quickly because you only have 5 minutes!



Source: *Florida's Pedestrian and Bicycling Resource Center*: www.pedbikesrc.ce.ufl.edu

"Identifying Hazards" Worksheet Answer Key



23

Source: *Florida's Pedestrian and Bicycling Resource Center*: www.pedbikesrc.ce.ufl.edu

Find the Hazards Worksheet – Answers and Explanations

1. Male bicyclist is riding his bicycle against the flow of traffic. The law requires bicyclists to ride with the flow of traffic. This is safer for several reasons:
   a. Motorists look for and expect all traffic to move in one direction and may not see bicyclists riding the wrong way.
   b. Traffic signs and lights face traffic flowing in one direction only. Bicyclists going against traffic will be unable to read and follow traffic signs and signals.
   c. The reaction time of motorists is greatly reduced when bicyclists ride toward vehicles.
2. Male bicyclist is not wearing a helmet. Research shows that up to 90 percent of fatal bicycle crashes are the result of head trauma. A properly worn and certified bicycle helmet cushions and protects the head from injurious impacts with hard surfaces such as asphalt and concrete.
3. Male bicyclist is driving with only one hand on the handle bar. Riding a bicycle with one hand limits the reaction time to hazards and dangerous traffic situations. Bicyclists should always keep both hands on the handle bars except when signaling. Books, packages, and other items should be carried in a backpack or basket.
4. Car backing out of driveway. Bicyclists should stop or slow down at every intersection (including driveways) and watch for traffic. Parked vehicles can begin to move at any time. Look and listen to detect any movement from nearby vehicles. Do not cross in front of or behind an occupied vehicle without communicating your intentions through the use of hand signals and eye contact with the driver.
5. Oncoming train. Stop, look, and listen for oncoming trains and let them pass before crossing the tracks. Use eyes and ears to detect the status of nearby trains. A nearby train will

Source: *Florida's Pedestrian and Bicycling Resource Center*: www.pedbikesrc.ce.ufl.edu

"Identifying Hazards" Worksheet – Detailed Answer Key 2

typically send a warning whistle and crossing areas are usually marked clearly with flashing red lights and signs.

6. Railroad tracks. When crossing train tracks, either walk or ride your bicycle across with your wheels perpendicular to the tracks to avoid getting tires caught.

7. Pedestrian crossing street with packages. Bicyclists should always be observant of pedestrians. Pedestrians are often unpredictable, as in this example, and sometimes neglect to search for traffic before entering the street.

8. Opened door of parked car. Bicyclists should always scan parked vehicles for passengers who might open doors. When passing parked cars, allow enough room between the bicycle and vehicles to avoid opening doors. Always scan behind for oncoming traffic before swerving into another lane.

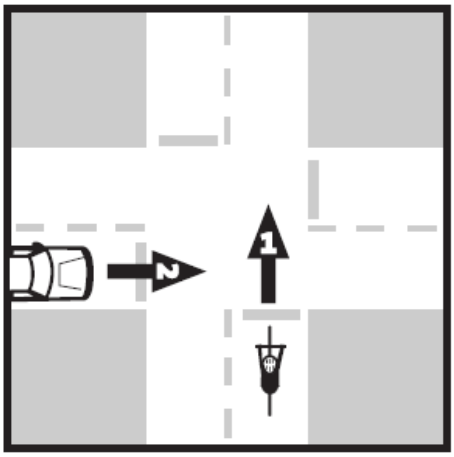
9. Loose dog. If a dog approaches while cycling, yell loudly "No!" or "Go home!" and keep control of your bicycle. If the dog threatens to bite or attack, get off your bicycle, put it between you and the dog, and back away slowly. Do not try to outrun or hit the animal.

10, 11, and 12. Sewer grate, pot hole, and leaves/debris. Bicyclists need to dodge surface hazards without swerving into the path of oncoming traffic. Bicyclists constantly need to search ahead for obstacles and hazards, steering around or dodging them when necessary.

13. Car crossing the path of the girl bicyclist. Motorists sometimes cross in front of bicyclists and then either stop or slow down to turn. This often occurs when the motorist does not see the bicyclist or misjudges the bicyclist's speed. Bicyclists must always BE VISIBLE, BE SEEN. Wear bright-colored clothing, helmet, reflectors, and lights, especially at night. In high-traffic areas, bicyclists should ride slowly to improve their ability to react to the actions of motorists. Cycle defensively and be prepared to use your brakes at all times.

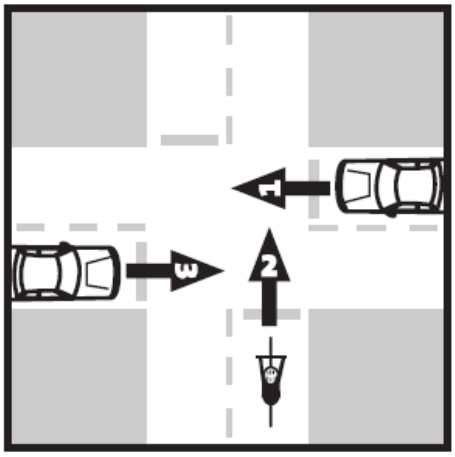
WALK LEFT | RIDE RIGHT
PedBike
Florida's Pedestrian & Bicycling Safety
RESOURCE CENTER
FUNDED BY FDOT

Source: *Florida's Pedestrian and Bicycling Resource Center*: www.pedbikesrc.ce.ufl.edu



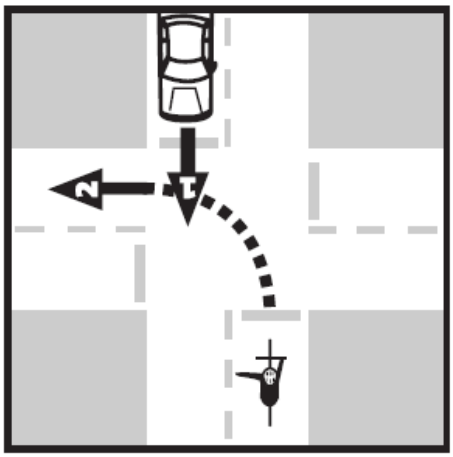
First to stop.

The first person at the intersection goes through the intersection first.



Right goes first.

When two cars get to the intersection at the same time, the person on the right goes first, they have the RIGHT OF WAY.



Straight goes first.

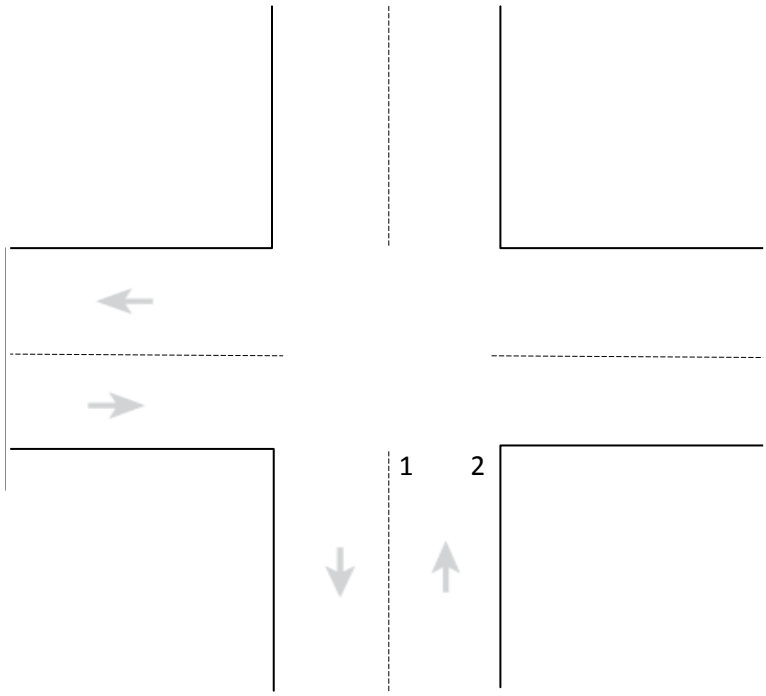
When two people are directly across from each other, and one is going straight and the other is turning left, the one that is going straight goes first.

Source: Adapted from the *Bicycle Transportation Alliance Bicycle Safety Curriculum*: http://walknbike.org/bike-safety

Intersections Worksheet 1

Directions: *Answer the questions about each intersection (1-4). Draw answers on the intersection where indicated. Numbers on the intersection represent people on bikes. Arrows show the direction of traffic.*

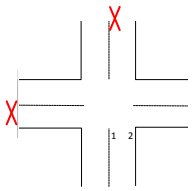
Intersection 1. Straight



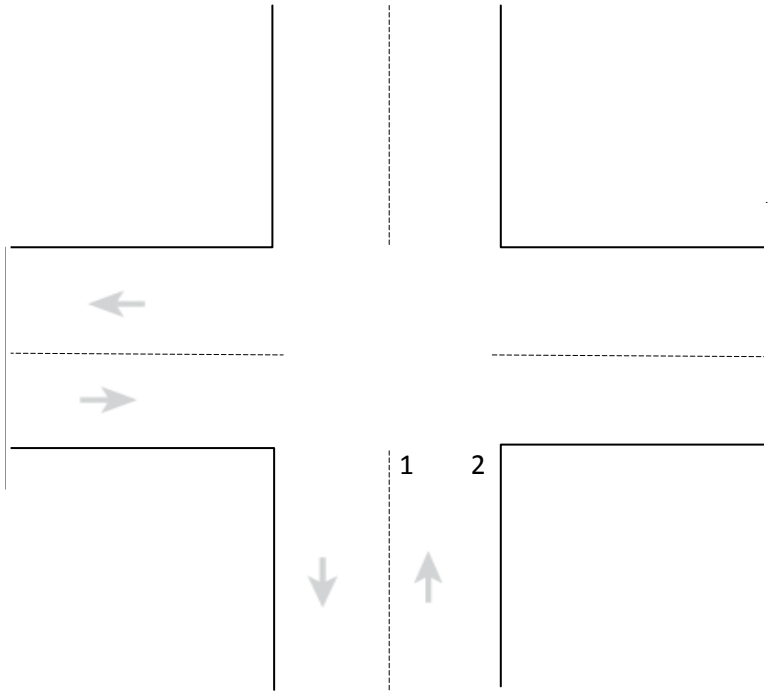
1. Which number in the figure shows the rider is in the correct position to ride **STRAIGHT** through the intersection when they have a green light?

2. Draw a line from the bicyclist (1 or 2 in the figure) to the end of a street to show the path of the cyclist. Remember to draw the line so that the bicyclist is in the correct part of the lane.

Examples of "end of a street":



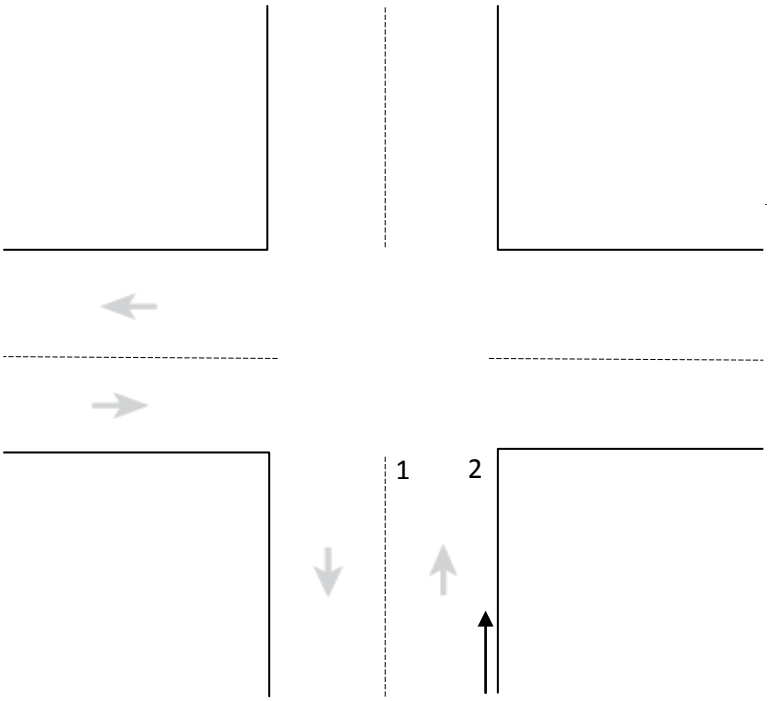
Intersection 2. Right Turn



3. Which number in the figure shows the rider is in the correct position to make a **RIGHT TURN** at the intersection?

4. Draw a line from the number you selected in Question 3 to the end of a street to show the path of the cyclist making the right turn. Remember to draw the line so that the bicyclist is in the correct part of the lane.

Intersection 3. Left Turn

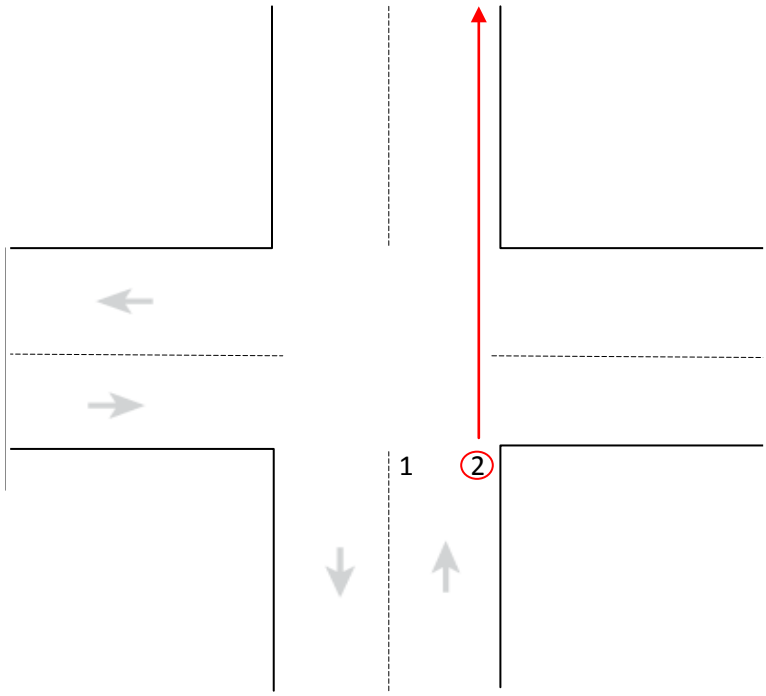


5. Starting from the black arrow at the bottom right of the figure, draw a line showing the path of a rider as they make a **LEFT** turn at the intersection.

Intersections Worksheet 1 – Answer Key

Directions: ***Answer the questions about each intersection (1-4). Draw answers on the intersection where indicated. Numbers on the intersection represent people on bikes. Arrows show the direction of traffic.***

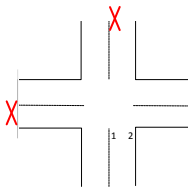
Intersection 1. Straight



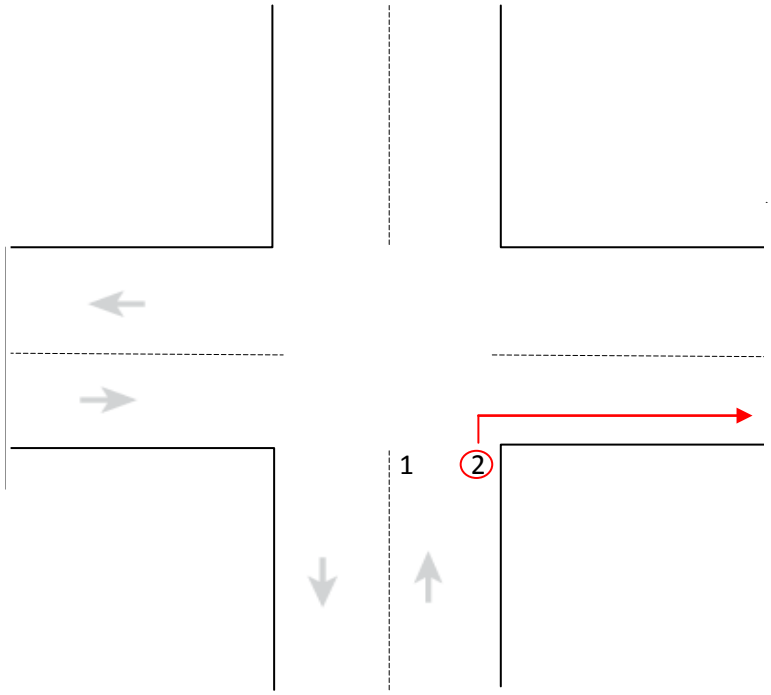
1. Which number in the figure shows the rider is in the correct position to ride **STRAIGHT** through the intersection when they have a green light?

2. Draw a line from the bicyclist (1 or 2 in the figure) to the end of a street to show the path of the cyclist. Remember to draw the line so that the bicyclist is in the correct part of the lane.

Examples of "end of a street":



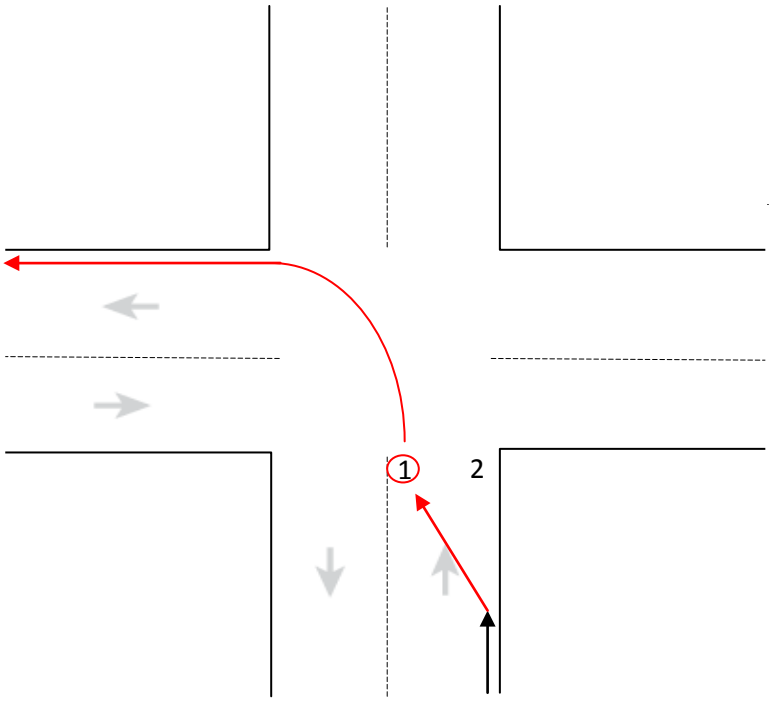
Intersection 2. Right Turn



3. Which number in the figure shows the rider is in the correct position to make a **RIGHT TURN** at the intersection?

4. Draw a line from the number you selected in Question 3 to the end of a street to show the path of the cyclist making the right turn. Remember to draw the line so that the bicyclist is in the correct part of the lane.

Intersection 3. Left Turn



5. Starting from the black arrow at the bottom right of the figure, draw a line showing the path of a rider as they make a **LEFT** turn at the intersection.

BikeSafe's Top 10 Tips for Parents

1. Make sure your child wears a helmet! **Many states (including Florida) require by law that children under the age of 16 wear a helmet** when riding a bike. Helmets are the *single most effective way* to reduce head injuries and fatalities resulting from bicycle crashes.

2. Teach your child to **ride in the same direction as traffic** (NOT facing it). When bicycling, we move at much higher speeds than when jogging or walking. Thus, the safest place to ride a bike is always WITH the direction of traffic.

3. Teach your child to **obey traffic signs and signals**. Just like cars, bicyclists need to follow the rules of the road too – which includes yielding to pedestrians and stopping at stop signs and red lights.

4. Teach your child to **STOP and look LEFT-RIGHT-LEFT to ensure that it is clear before pulling out of driveways**. Driveways are a common site of bicyclist-hit-by-car crashes.

5. Teach your child to **scan for cars, to make their presence known to drivers, and to do the proper hand signals** when they want to make a turn on a bike. Weaving in and out of cars (parked or moving) is unsafe; it is a common cause for bicyclist-hit-by-car crashes.

6. Make sure your child is **visible** with bike lights, reflectivity, and light-colored clothing. Reflective tape can be placed on backpacks and reflective bracelets can be worn too. Many states (including Florida) require by law that anyone riding a bike before dawn or after dusk must have a white light on the front of the bike and a red light (actual *lights*, not just reflectors) on the back.

7. Teach your child what it means to ride **predictably**. Your child should be able to ride in a straight line, and look over his/her shoulder to scan for cars without swerving.

8. Teach your child how to **stop and control their speed properly**. Your child needs to learn to stop a bike by using the **brakes**, not by dragging their feet.

9. Before the age of 10, most children do not fully understand how traffic works. Developmentally, they are not able to judge the speed and distance of nearby cars. **Children 9 years old and under should ride on the right side of the sidewalk with caution** and walk, not ride, their bikes across crosswalks.

10. Most importantly, **your child watches *YOU!*** Remember to **model safe behaviors** when bicycling with your child. Teach by example: wear your helmet, be visible to cars, and ride predictably.

For more information, visit our website: www.ibikesafe.us!

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Los 10 consejos más importantes de BikeSafe para los padres

1. Asegúrese que su hijo use un casco. **Muchos estados (incluyendo Florida) exigen que los niños menores de 16 años usen un casco** mientras montan bicicleta. Los cascos son *la manera más efectiva* de reducir las lesiones a la cabeza y las muertes por accidentes de bicicletas.

2. Enseñe a su hijo **a montar en la misma dirección que el tráfico vehicular** (no en sentido contrario al tráfico). Cuando montamos bicicleta, lo hacemos a velocidades más altas que cuando trotamos o caminamos. Por tanto, la manera más segura de montar una bicicleta siempre es manejar EN la misma dirección del tráfico vehicular.

3. Enseñe a su hijo a **obedecer todas las señales y letreros viales.** Al igual que los autos, las bicicletas también necesitan obedecer las reglas de tránsito—que incluye ceder el paso a los peatones y parar en las señales de alto y en los semáforos.

4. Enseñe a su hijo a **PARAR y mirar hacia la IZQUIERDA – DERECHA – IZQUIERDA para asegurarse que el camino está libre antes de salir de las entradas para vehículos.** Las entradas para vehículos suelen ser sitios comunes de accidentes de bicicletas y automóviles.

5. Enseñe a su hijo a **ver si vienen vehículos, darle a conocer su presencia a los conductores y hacer las señales apropiadas para que otros anticipen sus movimientos** cuando quieran virar. Realizar zigzags entre los vehículos (estacionados o en movimiento) es peligroso. Es una causa común de accidentes entre ciclistas y vehículos.

6. Asegúrese que su hijo sea **visible** con reflectores, luces y ropas de colores claros. Se puede poner cintas reflectantes en las mochilas así como usar pulseras reflectantes. En muchos estados (incluyendo Florida), la ley exige que cualquiera que monte en bicicleta antes del amanecer y después del atardecer debe tener una luz blanca al frente de la bicicleta y una luz roja (*luces*, no solamente reflectores) en la parte trasera de la bicicleta.

7. Enseñe a su hijo el significado de ser **predecible** al montar. Su hijo debe poder conducir en línea recta y mirar hacia atrás sin zigzaguear para ver si vienen vehículos.

8. Enseñe a su hijo a **parar y controlar la velocidad debidamente.** Su hijo necesita aprender a parar la bicicleta usando los **frenos**, no arrastrando los pies.

9. Antes de los 10 años, la mayoría de los niños no entiende completamente cómo funciona el tráfico. Desde el punto de vista del desarrollo, no pueden juzgar la velocidad y distancia de los vehículos cercanos. **Los niños de 9 años y menores deben montar a la derecha en las aceras** y caminar, no montar, sus bicicletas al atravesar los cruces de peatones.

10. Lo más importante, ¡**su hijo se fija en lo que USTED hace!** Recuerde ser un **modelo de comportamientos seguros** cuando monte bicicleta con su hijo. Enseñe con el ejemplo: use su casco, sea visible a los autos y monte de manera previsible.

¡Para más información, visite nuestro sitio web: www.ibikesafe.us!

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10 pi bon konsèy "BikeSafe" gen pou paran nan afè monte bisiklèt

1. Pa bliye fè pitit ou mete kas bisiklèt nan tèt li! **Anpil Eta mande pou timoun ki poko gen 16 an mete kas bisiklèt nan tèt yo dapre lalwa** lè y ap monte bekàn **(Eta Florid tou)**. Kas bisiklèt se *meyè mwayen* moun genyen pou yo redui valè timoun ki pran chòk nan tèt ak timoun ki mouri akòz aksidan bekàn.

2. Montre pitit ou woule bekàn **nan menm direksyon ak sikilasyon machin** (PA nan sans kontrè). Lè n ap woule bekàn, nou deplase pi rapid lontan pase lè n ap fè egzèsis kouri oswa lè n ap mache pou n fè egzèsis. Se sa k fè, kote ki mwen danjere pou moun woule bekàn se toujou NAN MENM sans ak sikilasyon machin.

3. Montre pitit ou li dwe respekte **ansèy ak siyal sikilasyon.** Menm jan ak machin nan lari a, siklis yo (*moun ki sou bekàn*) dwe suiv règleman sikilasyon yo tou – règleman tankou, bay pyeton priyorite epi kanpe devan siy estòp ak anba limyè wouj.

4. Montre pitit ou pou li **KANPE epi pou li gade AGOCH-ADWAT epi AGOCH ankò pou li kab sèten pa gen machin nan lari a anvan li sot nan antre kay la al nan lari.** Antre kay se kote ki pi komen pou aksidan kote machin frape moun k ap monte bekàn.

5. Montre pitit ou pou li **gade machin k ap pase, pou chofè yo ka wè li, epi montre l fè siyal li dwe fè ak men li** lè li vle kase koub sou bekàn. Afè pran linèt nan mitan machin, kit y ap deplase kit yo estasyone, se danje; se yon bagay komen ki lakòz aksidan kote machin frape siklis.

6. Se pou w sèten pitit ou parèt **vizib;** sèvi ak materyèl ki reflete limyè, limyè, ak rad koulè klè. Ou ka kole tep ki reflete limyè sou sakado epi pitit ou ka mete braslè ki reflete limyè nan ponyèt li tou. Anpil Eta (Florid tou) mande dapre lalwa pou tout moun k ap monte bekàn anvan solèy leve oswa apre solèy kouche, yo dwe gen yon limyè blan devan bekàn nan ak yon limyè wouj (*limyè* toutbon, pa reflektè) dèyè bekàn nan.

7. Montre pitit ou sa sa vle di monte bekàn ak prekosyon. Pitit ou ta dwe anmezi woule bekàn an liy dwat epi gade sou zepòl li pou l wè di pa gen machin k ap vini san l pa fè oken zigzag nan lari a.

8. Montre pitit ou kouman pou l **frennen epi kontwole vitès li kòmsadwa.** Pitit ou bezwen aprann sèvi ak fren bekàn nan pou l kanpe bekàn nan, fò l pa trennen pye l atè pou l frennen bekàn nan.

9. Anvan laj 10 an, pi fò timoun pa fin konprann nèt kouman trafik la mache. Sou plan devlopman, yo pa kab imajine vitès ak distans machin ki pre. **Timoun 9 an ak SA ki pi piti ta dwe woule bekàn sou bò dwat twotwa a ak prekosyon** epi yo ta dwe mache ak bekàn yo nan mitan tras pou travèse lari yo, men yo pa ta dwe travèse lari sou bekàn.

10. Sa ki pi enpòtan an sèke **pitit ou ap suiv OU*!*** Pa bliye **trase bon egzanp pou pitit ou** lè w ap monte bekàn avè li. Trase bon jan egzanp pou pitit ou: mete kas bisiklèt nan tèt ou, fè machin wè w, epi woule bekàn san w pa fè kout gidon dwòl sanzatann.

Pou plis enfòmasyon ale sou sit wèb nou an: www.ibikesafe.us!

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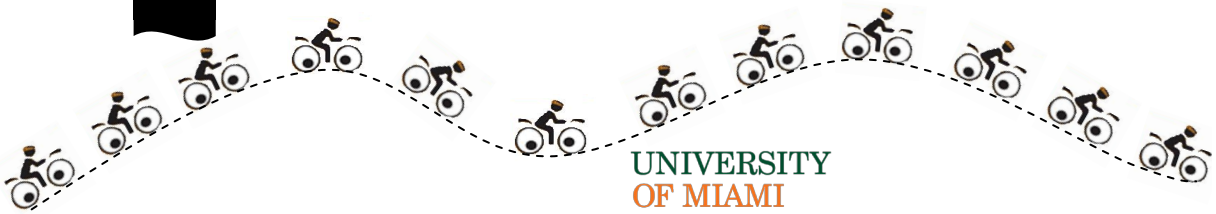
I'm Safe on a Bike!

This certificate is awarded to

Congratulations for successfully completing the BikeSafe® off-bike educational curriculum! The holder of this certificate has learned how to ride a bike safely and predictably, how to perform a pre-ride bike check, and how to follow the rules of the road while riding a bike.



UNIVERSITY
OF MIAMI

University of Miami BikeSafe® Curriculum Completion Form

Instructions:
Please complete the form below and return via email to: info@ibikesafe.us or by fax to: 305-243-8114. If you have any questions or concerns, please contact the University of Miami BikeSafe office by phone at: 305-243-0349 or via email: info@ibikesafe.us.

Name of School: **City:** **State:**

Position Title: **First Name:** **Last Name:** **Email Address:**

1. Did you receive training on how to implement the BikeSafe curriculum? Yes ☐ / No ☐
2. How many teachers at your school participated in teaching the BikeSafe curriculum?
3. On what dates did you implement the BikeSafe curriculum?
4. If you did not implement any specific day(s) of the curriculum, please explain:
5. Did your school incorporate the optional on-bike lesson 5 by doing a Bike to School Day or Bike Rodeo activity? Yes ☐ / No ☐
6. Please provide the number of students per grade that you taught the BikeSafe curriculum to:

   6th Grade:

   7th Grade:

   8th Grade:
7. How many students with disabilities participated in the BikeSafe curriculum?
8. Please provide any feedback that you feel would help improve the BikeSafe curriculum:

UNIVERSITY OF MIAMI
MILLER SCHOOL of MEDICINE

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