



Walk Safe, Bike Safe Elementary School Physical Education Curriculum

Version 2.0

The New York Bicycling Coalition is the statewide nonprofit organization serving the State of New York and its residents by providing a clear and consistent voice for the interests of people who ride bikes. NYBC promotes the safe use of the bicycle as an important mode of transportation and educates New Yorkers about bicycle safety and the benefits of bicycling. We also advocated for pro-bicycle policies and funding at all levels of government, provide technical assistance and support to advocates and government entities, and promotes bicycle tourism across the state.

Walk Safe, Bike Safe
Elementary School Physical Education Curriculum
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Walk Safe, Bike Safe

Elementary School Physical Education Curriculum

Introduction

The NYBC approach to pedestrian and bicycle safety education for elementary students focuses on key traffic safety concepts that are reinforced through physical activity. Through participation in games, we aim to build skills that the children will retain over time. Many of the activities make use of games or races that students are already familiar with, so we feel that instructors can focus on the safety concepts rather than explaining a new game.

We are also mindful of the fact that many schools lack the resources to provide on-bike education programs. While this curriculum is no substitute for the learning that takes place when kids are on bikes, it does provide an opportunity to introduce traffic safety concepts and get students physically active. This curriculum can also be used as part of an on-bike safety program, or when there is inclement weather.

Program Content

Our program is designed for students in the third grade (ages 8 - 9), but can be adapted to suit younger or older children. NYBC would be happy to work with educators interested in exploring this option.

Our overall learning objectives are to teach children basic traffic safety rules and their rights and responsibilities as walkers, bicycle drivers and future motor vehicle operators.

The course is composed of 9 modules of 20 minutes each:

Module 1: Pedestrian Visibility

Learning Objective: To teach children that being visible to traffic is important to their safety.

Activity: "Bright is Right Relay Race"

Module 2: Pedestrian Traffic Signals

Learning Objective: To teach students how to cross intersections with traffic signals/

Activity: "Red Hand, Walking Person" (based on "Red Light, Green Light" game)

Module 3: When is it Safe to Cross the Street?

Learning Objective: To teach children how to cross the street when there is not a traffic signal or crosswalk.

Activity: "Safe or Unsafe?" (based on "Simon Says")

Module 4: Hazards on the Road

Learning Objective: To teach children what road hazards they may find as a bicycle driver.

Activity: "Dribbling Around Hazards"

Module 5: Bicycle Hand Signals

Learning Objective: To teach students the correct hand signals.

Activity: "Bike Train Jog"

Module 6: Riding in Traffic

Learning Objective: To teach basic safety rules for bicycling.

Activity: "Noodle Road Ride" (based on "Ships and Sailors" game) or "Safety First" game (also based on "Ships and Sailors")

Module 7: The ABC Quick Check

Learning Objective: To teach children how to check their bicycle for safety before riding.

Activity: "Quick Check Shuffle"

Module 8: Traffic Law

Learning Objective: To teach children simple concepts in traffic law.

Activity: "True-False Run"

Module 9: Why Wear a Helmet?

Learning Objective: To teach children the importance of wearing a helmet and how to wear it properly.

Activity: Individual Helmet Fitting and Triangle Tag

Program Format

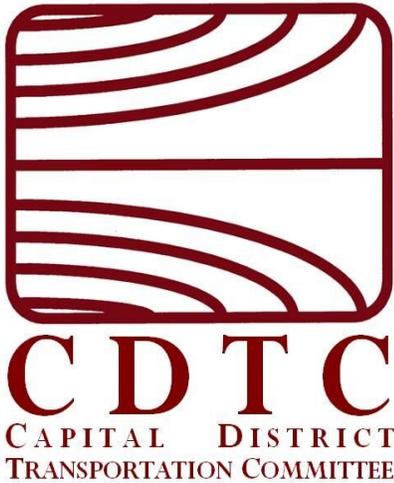
Each module is structured with the following elements:

1. Learning Objective
2. Essential Questions
3. Equipment/Supplies Required
4. Activity Set-up/Pre-game
5. Activity Instructions
6. Wrap Up Questions
7. Homework Questions

These elements form the framework for learning. The Learning Objective is the outcome, while the Essential Questions give an explanation of why the topic is important to the students. Key vocabulary terms are also included in this section. The remaining sections speak to the practicalities, order of events and rules for the activity. Each module concludes with Wrap Up questions for the students to reflect on after the activity. In addition, a Homework question is suggested so that students can make observations outside of the classroom.

The modules were designed to be used sequentially, but instructors may wish to adapt the curriculum to suit their individual learning environments. The NYBC Elementary School Physical Education Curriculum may be used in whole or in part for non-profit uses, with credit given to NYBC and by the New York State Governor's Traffic Safety Committee (GTSC).

Acknowledgements



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Governor's Traffic Safety Committee

Version 2.0 of this curriculum was made possible through funding provided by the New York State Governor's Traffic Safety Committee (GTSC). NYBC is extremely grateful to GTSC for its long-running support and continuing commitment to traffic safety education.

We would also like to give recognition to the following organizations for use of their ideas in the preparation of the physical education lesson plans:

Active Transportation Alliance, Chicago IL, "Bicycle and Pedestrian Safety: 10 Minute Activities for PE Classes"

Bicycle Alliance of Minnesota, "Walk! Bike! Fun!" program

Clark County School District, Clark County, Nevada, "Pedestrian and Bicycle Safety Game"

National Highway Traffic Safety Administration, "Fitting Your Bike Helmet" Information Sheet (DOT HS 811 568, April 2012)

North Carolina Department of Transportation, "Let's Go Walking" program

PE Central website, "Hula Hoop Car Road Trip"

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9471#.WW5xIITyvcs>

United Kingdom Department for Transport, "Road Safety Activities for Out-of-School Groups"

University of Miami, "Walk Safe" program

Winthrop University, Richard W. Riley College of Education, "Bicycle Riding and Safety Curriculum," by Kathy Davis, Ph.D.

Wisconsin Bicycle Federation, "Bike Driver's Ed and Walking Wisdom," 2nd Edition

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Module 1: Pedestrian Visibility
Activity: Bright Is Right Relay Race

Learning Objective: To teach students that bright or reflective clothing is safer to wear as they make them more visible to drivers.

Essential Questions:

Who is a **Pedestrian**?

- Pedestrian: A person who walks.
- How many of you walk to school? To friends or relatives' houses? Other places?

What is "**visibility**?"

- Visible: To be visible is to be seen. Nobody could see the "invisible man."

Why is it a good idea?

- Many kids are hit by drivers - over 1,100 a year in New York State - that's like 3 elementary schools.
- Being as visible as possible allows drivers to see us clearly. When they see us, it helps us be safer. If a driver can't see you, they may drive right toward you.

How do we become more visible?

- By choosing clothes that have bright or light colors, fluorescent colors and clothing with reflective strips.

Equipment/Supplies:

Equal number of dark and light colored pinnies, enough for entire class to wear a light colored one.

Activity: Bright Is Right Relay Race

Time: 10 - 15 minutes

Boxes or bins to put pinnies in. One for each 5 students.	
Setup: <ul style="list-style-type: none">• Boxes/bins of bright and dark pinnies are placed at the far end of the court.• The class is divided into teams of 5.• Each student must run to the other end, put on a 'bright shirt' and run back to tag the next runner.• First team in all bright shirts sits down and is the winner.	
Wrap Up: <ul style="list-style-type: none">• Who can tell me what it means to be visible?• What can you wear to help you be seen?	
'Homework': <ul style="list-style-type: none">• See how many walkers are wearing bright clothes during the next week.	

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Module 2: Intersections and Traffic Signals
Activity: Red Hand, Walking Person (Red Light, Green Light game)

Learning Objective: To teach students the meaning of vehicle and pedestrian traffic signals.

Answers to homework question:

- How many walkers did you see wearing bright clothes last week?

Vocabulary Review:

- Pedestrian: A person who walks.
- Visible: To be visible is to be seen.

Essential Questions:

What is a **Curb**?

- It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

What is an **Intersection**?

- Intersection: Where two streets meet.

What is a **Crosswalk**?

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

What is a **Traffic Signal**?

- A lighted sign that tells drivers what to do at an intersection.

What are **Traffic Signs**?

- Written signs that tell drivers what to do or expect on the road.

What do signals and signs mean?

- **Green** tells us to go but always look first.
- **Yellow** tells us to be careful as the signal is changing.
- A **red light or a Stop sign** mean stop.

How do we use signals and signs to cross safely?

- Always Stop at the curb or edge of the street.
- Wait for the signal to go.
- Look Left, Right, and Left again.
- Listen for traffic sounds.

How does this they help us be safe?

- If we follow the signals and signs, and use our eyes and ears, it will keep drivers and walkers from crossing paths.

Equipment/Supplies:
Basketball Court/Gymnasium
Signs depicting the pedestrian traffic signals for "Walk" and "Don't Walk"
Signs depicting the Red, Yellow and Green phases of a traffic signal

Activity: Red Hand, Walking Person (Red Light, Green Light game)

Time: 10 - 15 minutes

Setup:

- All children line up at one end of the court.
- Instructor stands at the opposite end.
- Instructor calls out, "Red Hand!" and children must stop at the "curb."

- Instructor calls out, "Walking Person!" and children look left-right-left and walk in a straight line. If they don't look, or run, they are "out."
- Repeat until the first child or children reach the instructor.
- Second round use the signs for "Walk" and "Don't Walk" instead of verbal commands.
- Third round: Alternate verbal and non-verbal commands.

Wrap-Up:

What do traffic signals tell us?

- **Green** tells us to go but always look first.
- **Yellow** tells us to be careful as the signal is changing.
- A **red light or a Stop sign** mean stop.

How do we use signals and signs to cross safely?

- Always Stop at the curb or edge of the street.
- Wait for the signal to go.
- Look Left, Right, and Left again.
- Listen for traffic sounds.

'Homework':

- How many crosswalks do you use every day? How many have traffic signals? Walk/Don't Walk signals?
- Why do you think some intersections don't have crosswalks or signals?

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Module 3: When Is it Safe to Cross the Street?

Activity: Simon Says...

Learning Objective: To teach students to obey traffic signals and always stop, look and listen before crossing.

Answers to homework questions:

- How many crosswalks do you use every day? How many have traffic signals? Walk/Don't Walk signals?
- Why do you think some intersections don't have crosswalks or signals?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.
- Intersection: Where two streets meet.
- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.
- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).
- Pedestrian: A person who walks.
- Visible: To be visible is to be seen.

Essential Questions:

How do we keep ourselves safe when crossing a street?

How long does it take for a driver slow down and stop?

Are drivers ever distracted?

Equipment/Supplies:

Kickball or soccer ball

Basketball Court/Gymnasium

Signs depicting the pedestrian traffic signals for "Walk" and "Don't Walk"

Signs depicting the Red, Yellow and Green phases of a traffic signal

Signs depicting STOP and YIELD signs

Activity: Simon Says...

Time: 10 - 15 minutes

Setup:

- All children line up at one end of the court.
- Instructor stands at the opposite end.
- Each time "Simon Says" the children must decide whether it is safe or unsafe to follow Simon's call. When they decide safely (correctly) they advance 5 steps; for unsafe decisions, they stay where they are (except for the first command).
- Instructor bounces ball and calls out, "Simon says, walk across the street without looking left or right to get your ball."
- Students who walk forward are told to stop. Instructor calls out "Unsafe" and explains the need to look left-right-left.
- Students who walked forward must return to the starting line. Those who did not advance 5 steps.
- "Simon says, there is a large bush on the side of the road, walk to the edge of the bush, stop, and look left right left." Instructor calls out "Safe" and explains why: stopping, looking both ways.
- Students who followed the safe command advance 5 steps. Those who did not stay where they are.
- Simon holds up the WALK sign and says, "Walk." This is an Unsafe command- always look and listen when crossing the street, even if the signal tells you it's safe.
- Simon says, "There's no sidewalk, so walk on the left edge of the road facing traffic." Safe.

- Simon holds up “Don’t Walk” sign and says, “Stop at the curb.” Safe.
- Simon holds up the YELLOW traffic light sign and says, “Cross now.” Unsafe.
- Simon says, “Look left-right-left before crossing.” Safe
- Simon holds up the STOP sign and says, “Cross the street.” Unsafe. Always stop, look and listen, looking left-right-left before crossing. Cars may not stop.
- Continue with “Safe” and “Unsafe” commands until the first child or children reach the instructor.

Wrap Up:

How do we cross the street safely?

- Always Stop at the curb or edge of the street.
- Wait for the signal to go.
- Look Left, Right, and Left again.
- Listen for traffic sounds.

‘Homework’:

- Look for other traffic signs and signals. Do you know what they are telling drivers or walkers?

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Module 4: Hazards on the Road
Activity: Dribbling Around Hazards

Learning Objective: Students will learn what objects or road conditions are dangerous for bicycle riders.

Answers to homework question:

- Look for other traffic signs and signals. Do you know what they are telling drivers or walkers?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

- Intersection: Where two streets meet.

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).

- Pedestrian: A person who walks.

- Visible: To be visible is to be seen.

Essential Questions:

Who is a Bicyclist?

- A person riding a bicycle.

What is a road hazard?

- Something on the road or part of the road itself that can cause danger or risk to a bicyclist.

Can you name some road hazards?

Equipment/Supplies:
Basketball Court/Gymnasium
Basketballs, enough for all students to have one.
20 Traffic Cones or Plastic Disks

Activity: Dribbling Around Hazards

Time: 10 - 15 minutes

Pre-Game:

- Scatter cones/disks throughout the court.
- All children line up along the edge lines of the court.
- Instructor stands in the middle.
- Students count off in groups of 6
- Instructor assigns a road hazard to each group:
 - Group 1 = Wet Road
 - Group 2 = Train Tracks
 - Group 3 = Metal Plate
 - Group 4 = Glass
 - Group 5 = Pothole
 - Group 6 = Drain Grate

Setup:

- Each student will dribble a basketball, but pretend they are on a bike.
- The cones/disks are road hazards like wet leaves, rocks, sticks that students must avoid.
- Students must also avoid others.
- Students must remain inside the court.

Commands:

- Instructor shouts "Go" and students begin dribbling around the cones/disks.

- When the instructor shouts out a group hazard, students in that group are to run over to the teacher, give a high-5 and get back in the game.

Wrap Up:

- Road hazards can be things in the road, like water or glass.
- Road hazards can be conditions in the road, like potholes or RR tracks.

'Homework':

How many hazards can you find in one day?

Can you find any we haven't talked about?

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Module 4: Hazards on the Road
Alternate Activity: Road Hazard Relay Race
(if you do not have enough basketballs for each student)

Learning Objective: Students will learn what objects or road conditions are dangerous for bicycle riders.

Answers to homework question:

- Look for other traffic signs and signals. Do you know what they are telling drivers or walkers?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

- Intersection: Where two streets meet.

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).

- Pedestrian: A person who walks.

- Visible: To be visible is to be seen.

Essential Questions:

Who is a Bicyclist?

- A person riding a bicycle.

What is a road hazard?

- Something on the road or part of the road itself that can cause danger or risk to a bicyclist.

Can you name some road hazards?

Equipment/Supplies:

Basketball Court/Gymnasium

Basketballs, enough for all students to have one.

20 Traffic Cones or Plastic Disks

Activity: Road Hazard Relay

Time: 10 - 15 minutes

Pre-Game:

- Line up cones/disks in rows of 5 - 6 from one end to the other of the court.
- All children line up along the edge lines of the court.
- Instructor stands in the middle.
- Students count off in groups of 6, and line up at one end of the row of cones.

Setup:

- Each student will dribble a basketball, but pretend they are on a bike.
- The students must dribble around the cones/disks (pretending these are road hazards like wet leaves, rocks, sticks) and return to the starting line.
- First student tags the next in line.
- First team to finish must sit down.

Wrap Up:

- Road hazards can be things in the road, like water or glass.
- Road hazards can be conditions in the road, like potholes or RR tracks.

'Homework':

How many hazards can you find in one day?

Can you find any we haven't talked about?

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Module 5: Bicycle Hand Signals
Activity: Bike Train Jog

Learning Objective: To teach students the importance of being predictable and the correct hand signals for turning and stopping.

Answers to homework questions:

How many hazards did you find in one day?

Did you find any we haven't talked about?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

- Intersection: Where two streets meet.

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).

- Pedestrian: A person who walks.

- Visible: To be visible is to be seen.

- Bicyclist: A person riding a bicycle.

- Road hazard: Something on the road or part of the road itself that can cause danger or risk to a bicyclist.

Essential Questions:

What does it mean to be **predictable**?

- It is the ability to understand what is most likely to happen, based on knowledge and past experience.
- It helps us **anticipate** what others might do - before it happens.

How do **Hand Signals** help us to be **predictable** and let others **anticipate** what we plan to do?

- When we **Signal**, we tell other vehicle drivers - motorists and bicyclists - and pedestrians - which direction we want to take our bike, and when we are going to stop.
- It helps them anticipate our moves and avoid colliding.
- We all use the same signals because others will recognize them.

Equipment/Supplies:

Basketball Court/Gymnasium
10 Traffic cones or plastic disks

Activity: Bike Train Jog

Time: 10 - 15 minutes

Pre-Game:

- Scatter cones/disks as far apart from each other as possible.
- All children line up along the long side of the court.
- Instructor stands in the middle.
- Instructor demonstrates hand signals. Left hand extended horizontally for Left Turn, Left hand bent at elbow, hand up for Left Right Turn, right hand extended horizontally for alternative Right Turn, and left hand bent at elbow, hand down for Stopping.
- Ask students to jog in place and make the same signal the instructor does.
- Repeat several times, correcting children until all have got it right.

Setup:

- Divide students into groups of 5 or 6
- Instructor assigns each group to a cone/disk, and group members line up single file near their cone.
- The first student in each line will be the leader. The leader will choose a cone to jog to.
- To let the others in the group know where they are going, the leader will give a bicycle hand signal before starting to jog.
- The rest of the group will make the same signal.
- The first leader will lead the group to 2 cones, and then run to the back of the line.
- The leader may use the STOP signal to avoid colliding with another group.
- Students must remain inside the court.

Wrap Up:

- How did you know where your leader was going?
- Did the hand signals help you avoid other groups? Why?

'Homework':

- How many times can you see a car or truck driver signal a turn or a lane change?
- If you see someone turning without signaling, did anything happen?

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Module 6: Riding In Traffic

Activity: Noodle Road Ride (after the "Ships and Sailors" game)

Learning Objective: To teach students how to follow instructions as 'bicycle drivers' of their own vehicles among other 'drivers'.

Answers to homework question:

- How many times did you see a car or truck driver signal a turn or a lane change?
- If you saw someone turning without signaling, did anything happen?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.
- Intersection: Where two streets meet.
- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.
- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).
- Pedestrian: A person who walks.
- Visible: To be visible is to be seen.
- Bicyclist: A person riding a bicycle.
- Predictable: The ability to understand what is most likely to happen, based on knowledge and past experience.

- Hand Signals: Signs made by bicyclists to tell where they are going (left or right) and if they are stopping.

Essential Questions:

- Can you play a game without knowing the rules? Is there any way to know what to do next? Do traffic rules help **predict** what other vehicles may do?
- Why should we all use the same signals? What would happen if we didn't?
- If you're a pedestrian, how do **signals** (from traffic lights, from motor vehicle lights or from bicycle driver hand signals) keep you safer?
- Why is it important to **anticipate** what **others are going to do** in traffic?

Equipment/Supplies:

Basketball Court/Gymnasium
Pool foam "noodles" cut in half, for each student.

Activity: Noodle Road Ride
(after the "Ships and Sailors" game)

Time: 10 - 15 minutes

Pre-Game:

- All children line up at one end of the court.
- Instructor stands in the middle.
- Instructor demonstrates hand signals. Left hand extended horizontally for Left Turn, Left hand bent at elbow, hand up for Left Right Turn, right hand extended horizontally for alternative Right Turn, and left hand bent at elbow, hand down for Stopping.
- Repeat several times, correcting children until all have got it right.
- Hand out foam pool noodles to each student.

Setup:

- Each student will hold a foam noodle at waist height, keeping the noodle horizontal to the ground throughout the activity. The noodle is her/his "handlebar" will be used to travel around the gym.
- Children stand in random positions on the court. Students need to avoid bumping into the noodles of other children.
- When prompted, students begin walking throughout the court. Instructor will call out an order and each child will complete the action.
- Last child to complete the action must shout out "Ride Safe" three times before rejoining the game.
- Have a student demonstrate each of the orders/actions before starting play.

Orders:

Begin with only a few orders. As children learn the associated actions, more terms can be introduced.

Vocabulary words previously introduced form the basis for the initial orders. These words and their associated actions are as follows:

- If you hear the word, "Intersection," Stop, look left-right-left and continue walking.
- If you hear the word, "Bicyclist," run to the east end-line on the basketball court.
- If you hear the words, "Green Light," Jog in the court, avoiding other 'riders.'
- If you hear the words, "Cross the crosswalk," run to the center-court line and look to the left, then the right, and then the left again.
- If you hear the words, "Left Turn," run to the three point line and have your arm in the position to signal a left-hand turn.
- If you hear the words, "Right Turn," you must run to the nearest three point line and have your arm in the "right hand turn" position.
- If you hear the word, "Stop," you must freeze and demonstrate the arm signal for stopping when riding a bicycle.
- If you hear the words, "Stop, look and listen," you must sit back to back with a partner and put your hands behind your ears like you are really trying to listen.
- If you hear the words, "Be Visible," Hop up and down.
- If you hear the words/ "Yellow Light," walk in slow motion.
- If you hear the words, "Railroad Tracks," Jog in place.

- If you hear the words, "Wet Road," walk to the nearest 3-point zone and stop.

Some additional phrases and actions:

- If you hear the word, "Yield to a pedestrian," stop and sit down.
- If you hear the words, "Always wear a helmet," get in a group of five, sit down and put your hands on your head.
- If you hear the words, "Ride two abreast," you must line up shoulder to shoulder with a partner.
- If you hear the term "Ride on the right side of the road" you must go to the sideline and walk holding your noodle.
- If you hear the words, "Speed Limit 20 miles an hour," Walk.
- If you hear the words, "Bumpy Road," Skip.
- If you hear the word, "Flat Tire," Pretend to limp.
- If you hear the words, "Climbing a Hill," stop and get down on your hands and knees.
- If you hear the word, "Hydrate," stop and pretend to drink from a water bottle.

Wrap Up:

- Were you able anticipate what others were going to do when you heard an order?
- What was the hardest order to understand or follow?

'Homework':

What other kinds of signals can you think of? What is their function?

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Module 6: Riding In Traffic

Alternate Activity: Safety First Game (after the "Ships and Sailors" game)
(if you do not have foam pool noodles)

Learning Objective: To teach students how to follow instructions as 'bicycle drivers' of their own vehicles among other 'drivers'.

Answers to homework question:

- How many times did you see a car or truck driver signal a turn or a lane change?
- If you saw someone turning without signaling, did anything happen?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.
- Intersection: Where two streets meet.
- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.
- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).
- Pedestrian: A person who walks.
- Visible: To be visible is to be seen.
- Bicyclist: A person riding a bicycle.
- Predictable: The ability to understand what is most likely to happen, based on knowledge and past experience.

- Hand Signals: Signs made by bicyclists to tell where they are going (left or right) and if they are stopping.

Essential Questions:

- Can you play a game without knowing the rules? Is there any way to know what to do next? Do traffic rules help **predict** what other vehicles may do?
- Why should we all use the same signals? What would happen if we didn't?
- If you're a pedestrian, how do **signals** (from traffic lights, from motor vehicle lights or from bicycle driver hand signals) keep you safer?
- Why is it important to **anticipate** what **others are going to do** in traffic?

Equipment/Supplies:

Basketball Court/Gymnasium

Activity: Safety First Game (after the "Ships and Sailors" game)

Time: 10 - 15 minutes

Pre-Game:

- All children line up at one end of the court.
- Instructor stands in the middle.
- Instructor demonstrates hand signals. Left hand extended horizontally for Left Turn, Left hand bent at elbow, hand up for Left Right Turn, right hand extended horizontally for alternative Right Turn, and left hand bent at elbow, hand down for Stopping.
- Repeat several times, correcting children until all have got it right.

Setup:

- Each student will hold their hands at shoulder height, pretending that this is her/his "handlebar."

- Children stand in random positions on the court. Students need to avoid bumping into other children.
- When prompted, students begin walking throughout the court. Instructor will call out an order and each child will complete the action.
- Last child to complete the action must shout out "Ride Safe" three times before rejoining the game.
- Have a student demonstrate each of the orders/actions before starting play.

Orders:

Begin with only a few orders. As children learn the associated actions, more terms can be introduced.

Vocabulary words previously introduced form the basis for the initial orders. These words and their associated actions are as follows:

- If you hear the word, "Intersection," Stop, look left-right-left and continue walking.
- If you hear the word, "Bicyclist," run to the east end-line on the basketball court.
- If you hear the words, "Green Light," Jog in the court, avoiding other 'riders.'
- If you hear the words, "Cross the crosswalk," run to the center-court line and look to the left, then the right, and then the left again.
- If you hear the words, "Left Turn," run to the three point line and have your arm in the position to signal a left-hand turn.
- If you hear the words, "Right Turn," you must run to the nearest three point line and have your arm in the "right hand turn" position.
- If you hear the word, "Stop," you must freeze and demonstrate the arm signal for stopping when riding a bicycle.
- If you hear the words, "Stop, look and listen," you must sit back to back with a partner and put your hands behind your ears like you are really trying to listen.
- If you hear the words, "Be Visible," Hop up and down.
- If you hear the words/ "Yellow Light," walk in slow motion.
- If you hear the words, "Railroad Tracks," Jog in place.
- If you hear the words, "Wet Road," walk to the nearest 3-point zone and stop.

Some additional phrases and actions:

- If you hear the word, "Yield to a pedestrian," stop and sit down.

- If you hear the words, "Always wear a helmet," get in a group of five, sit down and put your hands on your head.
- If you hear the words, "Ride two abreast," you must line up shoulder to shoulder with a partner.
- If you hear the term "Ride on the right side of the road" you must go to the sideline and walk.
- If you hear the words, "Speed Limit 20 miles an hour," Walk.
- If you hear the words, "Bumpy Road," Skip.
- If you hear the word, "Flat Tire," Pretend to limp.
- If you hear the words, "Climbing a Hill," stop and get down on your hands and knees.
- If you hear the word, "Hydrate," stop and pretend to drink from a water bottle.

Wrap Up:

- Were you able anticipate what others were going to do when you heard an order?
- What was the hardest order to understand or follow?

'Homework':

What other kinds of signals can you think of? What is their function?

Walk Safe, Bike Safe
Elementary Bicycle Education Course
Physical Education Lesson Plan

Module 7: Bike Safety Check
Activity: Quick Check Shuffle

Learning Objective: To teach students the key parts of a bicycle that need to be inspected before riding, and how to check these parts to evaluate the safety of the bicycle.

Answers to homework questions:

What other kinds of signals did you think of? What do they do?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.
- Intersection: Where two streets meet.
- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.
- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).
- Pedestrian: A person who walks.
- Visible: To be visible is to be seen.
- Bicyclist: A person riding a bicycle.
- Predictable: The ability to understand what is most likely to happen, based on knowledge and past experience.

- Hand Signals: Signs made by bicyclists to tell where they are going (left or right) and if they are stopping.

Essential Questions:

- What if you get on your bike and start riding, and you had no **air** in the tires? What could happen?
- What if you started riding and your **brakes** didn't work? What could happen?
- How about a broken **chain**?
- What are some parts of the bicycle that would be good to check before you begin riding? (wheels, handlebars, seat)
- By checking the air, brakes and chain using the **ABC Quick Check** method, you can avoid any of those problems.

Equipment/Supplies:

One bicycle with quick release seat post and/or wheels

Activity: Quick Check Shuffle

Time: 10 - 15 minutes

Introduction:

- Instructor demonstrates the safety check for air pressure, showing how to squeeze the tire and read the inflation recommendation on the sidewall.
- Instructor demonstrates the safety check for working brakes, walking bike forward and using front and back brakes independently. Demonstrate squeezing the brakes gradually and at the same time. Indicate that there should be space between the brake lever and the handlebar.
- Instructor examines chain and drivetrain, explaining that the chain must move freely and check for obstructions.
- Demonstrate the open and closed positions of the QR lever on wheels or seat post.
- Take a short ride to "check" the bike.

Setup:

- Students stand in rows at least two arms lengths apart facing the instructor

Commands:

- When you hear the word "Air," shuffle forward slowly.
- When you hear the word "Brakes," shuffle backward slowly.
- When you hear the word "Chain," shuffle to your right.
- When you hear the words "Quick Release," shuffle to your left.
- When you hear the words "Safety Check," freeze!

Wrap Up:

- The **ABC Quick Check** takes a couple of minutes and could save you from a serious crash, or from injuring someone else. Any bike part that is broken may compromise your safety.
- A properly functioning bike is more fun to ride. You also are less likely to break down and be stranded somewhere.

'Homework':

If you have a bike at home, try the ABC Quick Check on it.

Walk Safe, Bike Safe
Elementary Bicycle Education Course
Physical Education Lesson Plan

Module 8: Traffic Law
Activity: True-False Run

Learning Objective: To teach students basic traffic laws they need to obey.

Answers to homework question:

Did anyone try the ABC Quick Check at home?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

- Intersection: Where two streets meet.

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).

- Pedestrian: A person who walks.

- Visible: To be visible is to be seen.

- Bicyclist: A person riding a bicycle.

- Predictable: The ability to understand what is most likely to happen, based on knowledge and past experience.

- Hand Signals: Signs made by bicyclists to tell where they are going (left or right) and if they are stopping.

- ABC Quick Check: Inspecting the tires for air pressure, the brakes for stopping power, and the chain for pedaling. If there are quick release levers on the seat post or axles, ensuring that they are tight. And taking a short ride in your driveway or somewhere away from traffic to make sure your bike is working properly.

Essential Questions:

- Why are traffic rules important to a bicycle driver and to a car driver?
- What would happen to bicycle drivers if we did not have traffic rules?

Equipment/Supplies:

Basketball Court/Gymnasium

Traffic cones or plastic disks

Activity: True-False Run

Time: 10 - 15 minutes

Setup:

- Instructor marks center of court or field with cones or disks, parallel to sidelines.
- Students line up on sideline of court or marked field.
- Instructor will read a statement and students will decide if it is TRUE or FALSE
- If they think it is a true statement, they run to the **far sideline**.
- If they think it is a false statement, they run to the **middle of the court** where the cones or disks are.
- The instructor gives the correct answer and explains why. Allow for questions and discussion.
- All students run back to the near sideline for the next question.

T/F Statements:

- On country roads you can ride your bicycle facing traffic. F
- Everyone should wear a helmet, and if you're under 14 the law says you must. T

- You should speed up when the traffic light turns yellow. F
- Look left-right-left only at intersections. F
- When you're riding a bike, you are actually the driver of a vehicle like a car or truck. T
- You don't need to worry when riding your bike out of a driveway – the cars will see you and stop. F
- It's not a good idea to listen to music while biking, but if you only have one ear connected it is legal in NY. T
- You don't have to walk on the sidewalk if you don't want to. F
- Many bike crashes happen after dark, so it's safer to ride in the daytime. T
- Riding your bike about 3 feet around parked cars is a good way of avoiding being hit by a door opening. T
- You should ride to the left on bike trails. F
- Front and rear lights make you look cool, but don't make you any safer. F
- You should stop your bicycle at every intersection. T
- When riding your bike, dark clothes are best. F
- As long as they fit, two people can ride on a bike with one seat. F
- It's a good idea to do a safety check on your bike before you ride. T
- A stop sign is the same as a red light. T
- Getting a bike that's a little too large is OK since you will grow into it. F
- If you begin crossing with the WALK sign on and it starts to flash, you should continue across. T
- Always use hand signals when you're turning your bike or stopping. T
- Bike riders don't need to yield to walkers. F
- Sidewalks are for pedestrians, not bikes. T

Wrap Up:

- Traffic rules are important to bicycle drivers and car drivers to keep them from safe from collisions and injury.
- Without traffic rules - and all types of drivers obeying them - we would all be very unsafe on the road.

'Homework':

See if you can find any other rules that bicycle drivers or car drivers must follow.

Walk Safe, Bike Safe
Elementary Bicycle Education Course
Physical Education Lesson Plan

Module 9: Why Wear a Helmet?
Activity: Individual Helmet Fitting and Triangle Tag

Learning Objective: To teach students the importance of preventing head injuries by wearing a properly fitted bicycle helmet.

Answers to homework question:

Did anyone find out about any other rules that bicycle drivers or car drivers must follow?

Vocabulary Review:

- Curb: It's the place where the sidewalk ends and street begins.
- If there is no sidewalk, it is the edge of the road, where the travel lane begins.

- Intersection: Where two streets meet.

- Crosswalk: Special, painted areas on the street that show where you should cross when you are sure the road is clear to cross. Some intersections have crosswalks, but not all do.

- Traffic Signals and Signs: A lighted sign that tells cars when they need to slow down (yellow), stop (red) or go (green).

- Pedestrian: A person who walks.

- Visible: To be visible is to be seen.

- Bicyclist: A person riding a bicycle.

- Predictable: The ability to understand what is most likely to happen, based on knowledge and past experience.

- Hand Signals: Signs made by bicyclists to tell where they are going (left or

right) and if they are stopping.

- ABC Quick Check: Inspecting the tires for air pressure, the brakes for stopping power, and the chain for pedaling. Inspecting quick release levers if you have them. And taking a short ride to 'check' your bike.
- Traffic Laws: Rules that bicycle drivers and car drivers follow to rules are important to keep them from safe from collisions and injury.

Essential Questions:

Why Wear a Helmet?

- What vital organ is inside your head? Your **brain!**
- What are some things that your brain controls? (memory, emotions, breathing, heartbeat, balance, and sensation)
- Is your skull enough to protect your brain from the impacts of a bicycle crash? NO!
- What happens if you hit your head and injury your brain? Your brain won't be able to work as well and you might not be able to do the things you can do today!
- So how does a well-fitting helmet help? It is specifically designed to protect your brain from impacts with a car, tree, or pavement.

What does it matter how I wear my helmet?

- A poorly adjusted helmet won't protect your head and brain. It might slip, it might leave some parts of your head exposed, or might fall off during a crash.

How do you know your helmet is on right?

- Follow the Eyes, Ears and Mouth Check

What are the parts of a helmet to adjust?

- Strap Sliders
- Side Straps
- Chin Strap
- Rear Knob (not on all helmets)

Equipment/Supplies:

One bicycle helmet for each student
One for instructor

Activity: Individual Helmet Fitting and Triangle Tag

Time: 10 - 15 minutes

Pre-activity:

- Using the helmet's rear adjusting knob, fully expand the adjustable band on all student helmets.
- Organize helmets by size.

Setup:

- Distribute helmets. Instructor should explain that, "We are going to do the **EYES, EARS and MOUTH Check** to make sure your helmet is adjusted properly." Instructor demonstrates each step, then check each student's helmet.
- The **EYE Check**: The helmet should sit level on the head and low on the forehead—one or two finger-widths above the eyebrows. Ask students to give their brain a military-style salute. The helmet should be right above the side of their palm.
- The **EAR Check**: Adjust the slider on both side straps to form a "V" shape under, and slightly in front of, the ears. Lock the slider if possible.
- The **MOUTH Check**: Buckle the chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap. Open your mouth wide...big yawn! The helmet should pull down on the head and the side straps should pull down across the cheekbone.
- Reach behind your head and tighten the **adjusting knob**.
- Does the helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, re-tighten the chin strap, and test again.

- Does the helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, re-tighten the chin strap, and test again.
- Roll the rubber band on the chin strap down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

Triangle Tag Activity

- Divide students into groups of four.
- All students should put on and adjust their own helmets.
- One person from each group is designated as the “tagger” and stays outside of the triangle; other three form a triangle with hands held together; one of the three is designated as the “person to be tagged.”
- Group of three moves side-to-side as the “tagger” attempts to tag the student to be “tagged.” The tagger cannot go under or over the group.
- Instructor should observe all groups and stop play when a poorly adjusted helmet is seen. The helmets that are secure and those that are not will become evident as the students move about.

Wrap Up:

- Wearing a properly fitted bicycle helmet can reduce the chance of serious injury from a crash or a fall.
- You need to wear a helmet **every** time you ride your bike.
- Use the **Eyes, Ears and Mouth Checks** to adjust your helmet so it fits correctly over the forehead, with the chin strap buckled snugly.

No homework! Just wear your helmet the next time you ride!