

BICYCLE & PEDESTRIAN SAFETY

9 Lessons for the Classroom

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Content Area: Language Arts			
Duration: 30 minutes			
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Content Area: Language Arts			
Duration: 50 minutes			
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Duration: 40 minutes			
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Focus: Pedestrian and Bicycle Safety			
Content Area: Language Arts			
Duration: 40 minutes			



Active Transportation

30 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things and events).	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
Language Arts: Writing	3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	3.C.2b Produce and format compositions for specified audiences using available technology.
Language Arts: Listening and Speaking	4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.

Lesson Objectives

By the end of this lesson, students will be able to:

- identify at least two modes of public transportation.
- identify an example of active transportation.
- list at least two guidelines for pedestrian and/or bicycle safety.

Materials Needed

- Pencils
- Student Activity Page: Active Transportation
- Crayons or markers

Classroom Activity—Working as a Class (5 minutes)

- **Ask** how it is different to take a train or a bus than it is to ride in a car.
- **Discuss** public transportation versus auto travel.
 - o Public transportation lets groups of people ride together, making a smaller environmental impact per person than travel by car.
 - o Trains travel on tracks and can be faster than cars or buses, especially when traffic is an issue.
 - o When we ride in cars, we pay for that car's gasoline and maintenance. When we ride on public transportation, the fare paid for our tickets helps pay for these costs.
 - o Trains and buses only stop at designated places. Sometimes a train or bus cannot take you where you need to go.

Active Transportation

30 minutes

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ACTIVE TRANSPORTATION
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Classroom Activity—Working in Small Groups

(15 minutes)

- **Point out** that cars, buses and trains are not the only way to get from one place to another. Define these methods as passive, meaning that we don't have to use much effort to get to where we're going.
- **Point out** that some forms of transportation are active, meaning that you are moving your own body—you are your own transportation.
 - Walking to school or to the store (define the word pedestrian).
 - Biking to the park or to see your neighbor.
 - Walking and biking are great for our bodies, but we have to know how to walk and bike safely.
- **Distribute** Student Activity Page: Active Transportation. Divide students into small groups of three to four students to brainstorm and record lists of safety guidelines under Part One. Ask half the groups to focus on bicycle safety and the others to focus on pedestrian safety. During the discussion at the end of this activity, students should record ideas shared by the groups who talked about the topic their group did not discuss.
- **Review** the guidelines small groups have listed with the whole class.
- **Help** students complete their lists with the Pedestrian and Bike Safety Guidelines page.

Classroom Activity—Working Independently

(10 minutes)

- **Review** the directions for Part 2 of the Student Activity Page. Remind students to choose just one of the safety guidelines to highlight on their posters.
- **Invite** students to share their posters with the class as they finish.

Adapting for all Grade Levels

Lesson's Target Grade Level: 3rd grade

- Younger students and students who need more support could write only a few of the pedestrian and bicycle safety guidelines on their Student Activity Page and select one from those few to highlight in the poster.
- Younger students and students who need more support could focus on the guidelines that are the same for both pedestrians and bikers such as looking carefully when crossing the street and being aware of traffic.
- Older students and students who need more challenge could think about the safety guidelines and write about one in more depth, explaining why the guideline is important and how it contributes to safety.
- Older students and students who need more challenge could also think about a safety guideline they do not always follow and think about why this is the case, reflecting on their own choices and thinking about whether their choice is the safest one.

Check for Understanding

- **Ask** students to give an example of active transportation and explain why it is beneficial.
- **Ask** students to list at least two pedestrian and bike safety guidelines.

Extending the Lesson

- Learn about the hand signals used by bicyclists to indicate left turns, right turns and a stop. An extended arm means left. An arm bent at the elbow and pointing up means right. An arm bent at the elbow pointing down means stop.
- Take a walk as a class and practice pedestrian safety. Ask students to verbalize their safety decisions. For instance, rather than quietly crossing the street, ask students to say, "I'm looking left. I'm looking right. I'm looking left again. There are no cars coming, so it is safe to cross."
- Homework: Ask students to list five pedestrian or safety guidelines with a family member. Have the family member sign the homework to indicate that this safety review has taken place.

Active Transportation

Part 1: Public transportation like trains and buses are a great way to travel, but our bodies get even more benefit when we use active transportation, like walking or biking, to where we need to go.

Use the space below to write some safety guidelines for pedestrians and bike riders.

Pedestrian Safety	Bike Safety
<hr/>	<hr/>

Part 2: Use the back of this page to make a pedestrian safety or bike safety poster focusing on one idea from your lists above.

Transporte Activo

Parte 1: El transporte público como los trenes y autobuses es una buena manera de viajar, pero nuestros cuerpos reciben aun más beneficios cuando usamos el transporte activo, como caminar o andar en bicicleta, para llegar a donde tenemos que ir.

Usa el espacio de abajo para escribir unas pautas de seguridad para peatones y ciclistas.

Seguridad Peatonal	Seguridad Ciclista
<hr/>	<hr/>

Parte 2: Usa la parte de atrás de esta página para hacer un cartel de seguridad para peatones o ciclistas que se enfoca en una idea de tus listas de arriba.

Bicycle Safety

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g. fiction, autobiography), expository (e.g. reports, essays) and persuasive writings (e.g. editorials, advertisements).
Language Arts: Listening and Speaking	4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.
Language Arts: Research	5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	5.C.2b Prepare and deliver oral presentations based on inquiry and research.

Lesson Objectives

By the end of this lesson, students will be able to:

- identify biking as a form of active transportation.
- explain at least three bicycle safety guidelines.
- demonstrate listening skills by responding when appropriate.

Materials Needed

- Pencils
- Student Activity Page: Bicycle Safety

Classroom Activity—Working as a Class (10 minutes)

- **Discuss** the difference between active and passive transportation.
 - Active transportation means moving ones own body to get somewhere
 - Passive transportation means that one doesn't have to use much effort to get where he/she is going; something else is doing the work.
- **Ask** if biking, canoeing and hiking are forms or active or passive transportation and how they know.
- **Point out** that when we go biking, we need to know how to be safe.
- **Brainstorm** a list on the board, entitled “Bicycle Safety Guidelines.” Ask students to share their ideas about bicycle safety guidelines.
- **Help** students complete the list by referring to the Pedestrian and Bike Safety Guidelines.

Bicycle Safety

40 minutes

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ACTIVE TRANSPORTATION
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Classroom Activity—Working in Small Groups

(30 minutes)

- **Distribute** the Student Activity Page: Bicycle Safety.
- **Divide** students into small groups of three or four students.
- **Review** the directions for Part 1 and ask students to respond to the prompt. Remind students that, in the next segment of the lesson, they will write a scene about the guideline they choose for this portion of the activity.
- **Circulate** among the groups to assist students as needed. Once students have chosen the focus of their scene, have them move on to Part 2 of the Student Activity Page.
 - If students need help getting started, take time to do a mini-lesson showing how a scene could be written. For instance:
 - **Say:** If I were going to write a scene, I would write about how important it is to wear a helmet that fits. I think that guideline is important because if a helmet doesn't fit correctly, it can't do the job I want it to do – protecting my head if I fall from my bike.
 - **Say:** I might want my scene to be funny, so I might have one person in my group pretend to be wearing a helmet that is way too big, so it covers their eyes and they can't see. I would think about what each person will say during the scene.
 - **Say:** To show each person's part, I would write the name of the person, then a colon, and then the words that they are going to say, just like a script.
 - **Say:** If there was something the person was supposed to be doing, but not saying, during the scene, I would put that direction in parenthesis.
 - **Write** a sample on the board such as this one:

Teacher: *Did you ride your bike today wearing that thing?*
(points to helmet)

Boy with big helmet: *Um, who are you? I can't see you with this thing on my head.*

- **Say:** See how I wrote “points to helmet” in parentheses? I don't want the teacher character to say that, but I do want the teacher to point to the large helmet.
- **Ask** groups to act out their scenes for the class when scripts are complete. Ask the rest of the class to guess which safety guideline is being illustrated by each scene.

Adapting for all Grade Levels

Lesson's Target Grade Level: 4th grade

- Younger students or students who need more support for this activity could use a graphic organizer for a story map to help organize their ideas for the skit.
- Younger students or students who need more support for this activity could be grouped with students who will be good models and provide peer assistance when needed.
- Older students and students who need more challenge could add a short song, sung to a familiar tune, to their scenes, recapping the bicycle safety guideline and why it is important.
- Older students and students who need more challenge could create a slogan to summarize the key message of the scene.

Check for Understanding

- Ask students to identify at least two kinds of active transportation.
- Ask students to list at least three bicycle safety guidelines.

Extending the Lesson

- Take your show on the road! Help teach bicycle safety to other students by visiting the classrooms of younger students and acting out your scenes.
- Videotape the students' scenes and allow students to check out the video to share with their families.
- Think about places in your community that are bicycle-friendly. Encourage students to think about ways they can increase their physical activity by biking more often.

Bicycle Safety

Part 1: Choose one bicycle safety guideline that you and your group would like to write a scene about and act out for your class. Your scene will explain the guideline and why it is important.

Write a sentence explaining the guideline that you chose. Why it is important?
What are the consequences of not following the guideline?

Part 2: With your group, write a scene that you can act out for your class, showing why the guideline is important. Your scene could be funny or serious, but when your classmates watch it, they should learn about bicycle safety from it.

Seguridad Ciclista

Parte 1: Escoge una pauta de seguridad ciclista para que tú y tu grupo escriban una escena para actuar en frente de la clase. Tu escena explicará la pauta y por qué es importante.

Escribe una oración explicando la pauta que escogiste. ¿Por qué es importante?
¿Cuáles son las consecuencias de no seguir tal pauta?

Parte 2: Con tu grupo, escribe una escena que pueden actuar en frente de la clase, demostrando por qué la pauta es importante. Tu escena puede ser chistosa o seria, pero cuando la vean tus compañeros, deberían aprender algo acerca de la seguridad ciclista.
