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

UHealth
UNIVERSITY OF MIAMI HEALTH SYSTEM

UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

KiDZ Neuroscience Center

THE MIAMI PROJECT TO CURE PARALYSIS

Updated: 09/19/2017

BikeSafe Physical Education Curriculum Grades 6th- 8th

Table of Contents

Teacher's Guide

The University of Miami BikeSafe® program aims to improve bicycle 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 printable materials 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 on how to organize a bike rodeo and/or bike ride. These on-bike activities provide students the opportunity to practice hands-on the bike safety skills they learned through the curriculum.

Florida Standards met through this curriculum are listed at the beginning of each lesson.

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

- Instructional
- Modeling
- Creative

An **overview** of the lesson's components can be found on the first and second page of each day's activities. An **activity description** along with a **recommended script** for the instructor to follow is included in each lesson plan as well.

We appreciate your participation in the BikeSafe program and teaching your students the importance of bike safety. Please complete the online **curriculum completion form** which can be found at ibikesafe.org. This form enables us to receive feedback as well as keep track of the total number of children reached through our curriculum. For any questions, please contact the BikeSafe program via email at: info@bikesafe.org or via telephone at: (305)243-0349.

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

In this lesson, students are introduced to the concept of bicycle safety and to the concept of bicycling as a healthy and active form of transportation. 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. They are also told to make sure they are wearing the appropriate closed toe shoes (no flip flops or bare feet) and any laces are tied. 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.

Florida 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.1.9
- 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.2.1, PE.6.C.2.9, PE.7.C.2.8, PE.8.C.2.7
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.3.1, PE.7.L.3.1, PE.7.L.3.3, PE.8.L.3.1, PE.8.L.3.3
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.5.3, PE.6.R.5.5, PE.7.R.5.3, PE.7.R.5.5 PE.8.R.5.5
- Responsible Behaviors and Values: *Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*
  - ✓ PE.6.R.6.1, PE.6.R.6.2, PE.7.R.6.1, PE.8.R.6.1

Health Education Standards

- Responsible Behavior: *Decision Making - Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.5.2, HE.6.B.5.3, HE.6.B.5.5, HE.7.B.5.1, HE.7.B.5.2, HE.8.B.5.2, HE.8.B.5.3, HE.8.B.5.5
- Concepts: *Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.6.C.1.3, HE.6.C.1.8, HE.7.C.1.3, HE.7.C.1.4, HE.7.C.1.8, HE.8.C.1.4, HE.8.C.1.8
- Concepts: *Internal and External Influence - Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*
  - ✓ HE.6.C.2.9, HE.7.C.2.9, HE.8.C.2.9
- Promotion: *Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.7.1, HE.7.P.7.1, HE.8.P.7.1

Day 1: *Bike Basics*

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

Day 1 Overview

●Introduction ● Small Groups ● Bike Safety Principles ● "2-Finger" Rule ● Brain Function Intro ● Brain Function Activity

Learning Targets:

1. Students will be able to explain how helmet use, wearing appropriate leg and footwear, and wearing bright colors contribute to bicycle safety
2. Students will be able to fit a helmet using the "2-Finger" Rule.
3. Students will be able to locate a bicycle helmet's expiration date and safely dispose of it when expired.
4. Students will be able to list some of the functions of different parts of the brain.

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)
- *Brain Functions* Flashcards **(pgs.6-7)**
- White Board / Chart Paper

Optional Supplemental Materials:

- Cones or other space dividing markers
- 1 bicycle helmet
- Video: "*Bike Safe, Bike Smart*" **(pg. 50)**
- Egg Drop Demonstration **(pg. 51)**

1) Introduction

Begin by **briefly introducing and discussing the concept of bicycle safety**. Remind students that children their age, as they begin to seek increased independence, tend to be especially interested in bicycling as a mode of transportation. However, statistics show that amongst all other child age groups, 10-14 years olds are 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 teach us how to act when we do ride bikes.*
- What are some purposes for bicycling?
  - ✔ *Transportation to 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!")*
- Why is it important to practice bike safety?
  - ✔ *To protect us from danger*
  - ✔ *So we don't hurt anyone else*

2) Small Groups Discussion

- Break the class into small groups and ask students to **jot down a list of what they need for a safe bike ride**.
- After **60 seconds**, students **rotate to another station,** where they will have 60 seconds to **add to the previous 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.
- As students read, **record a "master sheet of bike safety rules"** on a whiteboard or chart paper. **Discuss** each item with class.

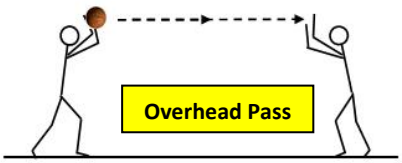
Sample student responses:

- ✔ Obey traffic signs, signal when turning
- ✔ Be seen, be predictable, put lights on your bike, and wear a helmet that fits
- ✔ Roll up the bottom of your right pant leg (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

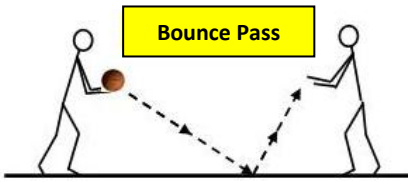
Day 1 Overview
●Introduction ● Small Groups ● Bike Safety Principles ● "2-Finger" Rule ● Brain Function Intro ● Brain Function Activity

3) Bike Safety Principles in Action

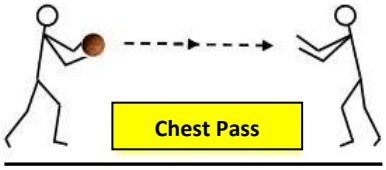
- **Divide students into pairs** and have them **get in 2 lines**, facing their partner.
- **Pass out basketballs** to one line (one set of partners).
- **Tell students** that to remember key bike safety principles, **they will pass the ball in different ways**.
- **Demonstrate** the passes first (**without** associating them 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**.
- 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 **overhead 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.*



*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!*

Key Concepts to Remember

✔ We must 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. We should 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 1 Overview

●Introduction ● Small Groups ● Bike Safety Principles ● "2-Finger" Rule ● Brain Function Intro ● Brain Function Activity

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**.
- To test if a helmet fits properly, use the **"2-Finger" Rule**. Instruct each student to **follow along** by putting their pointer and index fingers together and practicing the rule (see "Practicing the 2-Finger Rule" images below)

Practicing the 2-Finger Rule for Proper Helmet

*Start at your **forehead**. There should be 2 fingers of space, horizontally, between the rim of the helmet and your eyebrows*

*Next, we'll go to the **ears**. Make a "V" under your ears with your 2 fingers. This helps remind that the side straps of your helmet should form a snug "V" under your ears.*

*Lastly, we'll check our **chin strap**. If you can fit more than 2 fingers in between your chin and the strap, the fit needs to be adjusted. 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.

- 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

- ✓ Helmets have an expiration date, just like milk does.
- ✓ We have to check the helmet label on the inside of the helmet 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.

Discussion Questions

Q: How do we protect our brains?
A: Wear a helmet

Q: Why do we use the 2-finger rule?
A: Our helmet needs to fit properly.

Q: If your helmet is loose and you crash, what will happen to your brain?
A: We could be seriously injured. Our helmet protects us best only when it fits properly.

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

If time allows, utilize Egg Drop Demonstration (**pg. 51**) to reinforce the importance of helmet use.

Day 1 Overview
●Introduction ● Small Groups ● Bike Safety Principles ● "2-Finger" Rule ● Brain Function Intro ● Brain Function Activity

5) Introduction to Brain Functions

- Begin by introducing the topic of the brain and its functions.

> • The brain is VERY important to all of the functions of 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 is very fragile. Heads are like eggs (skulls are like the shell, brains are like the yolk).
> • 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.

- 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**?*

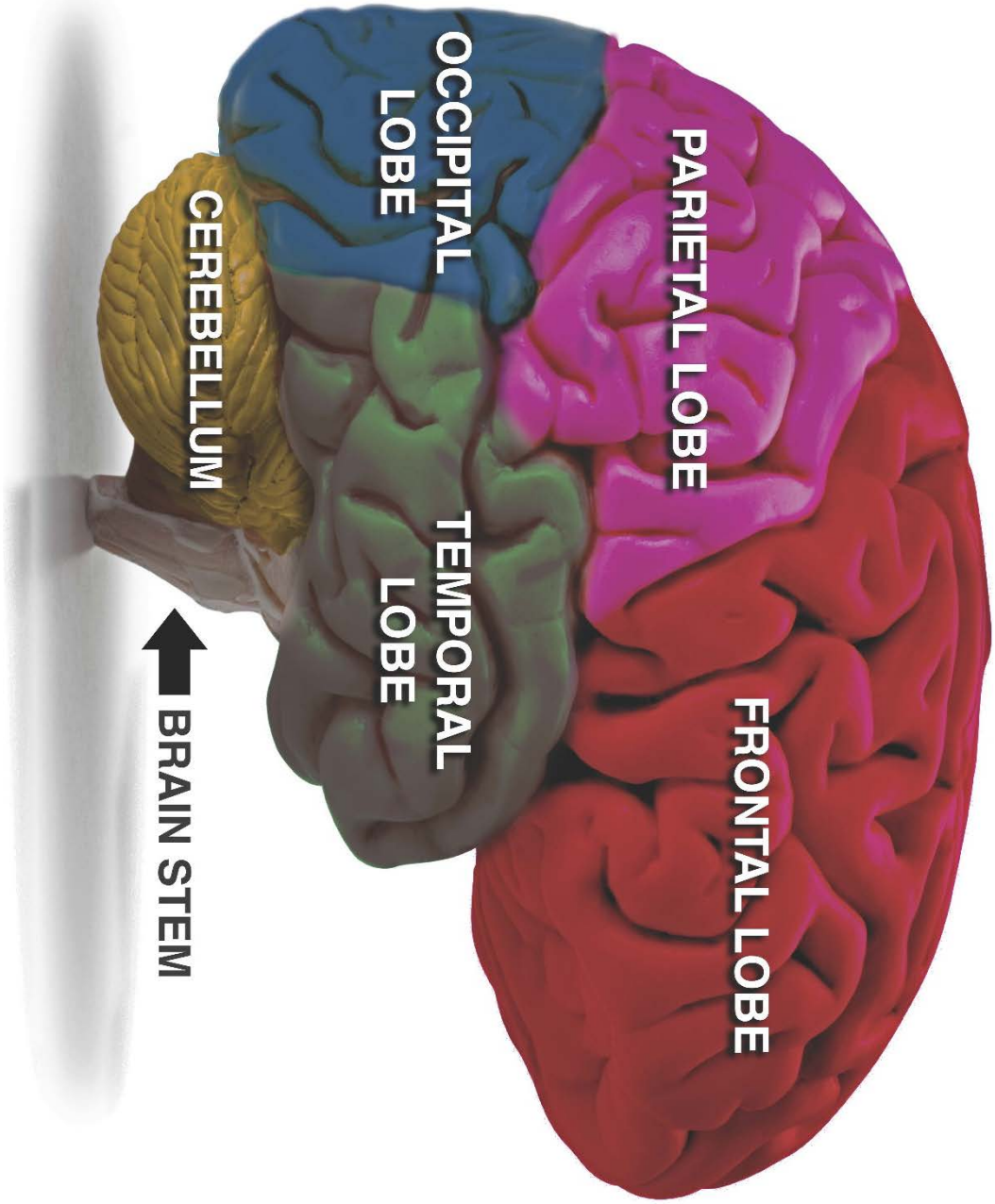
Pronunciation key:
• parietal = "puh-ry-itl"
• occipital "ox-sip-itl"
• temporal "tem-per-uhl"
• cerebellum "sair-uh-bell-uhm"

> *Think about these regions of the brain when you wear your bike helmet.* ***If you crash or fall off your bike, you will be glad you protected your brain****.*

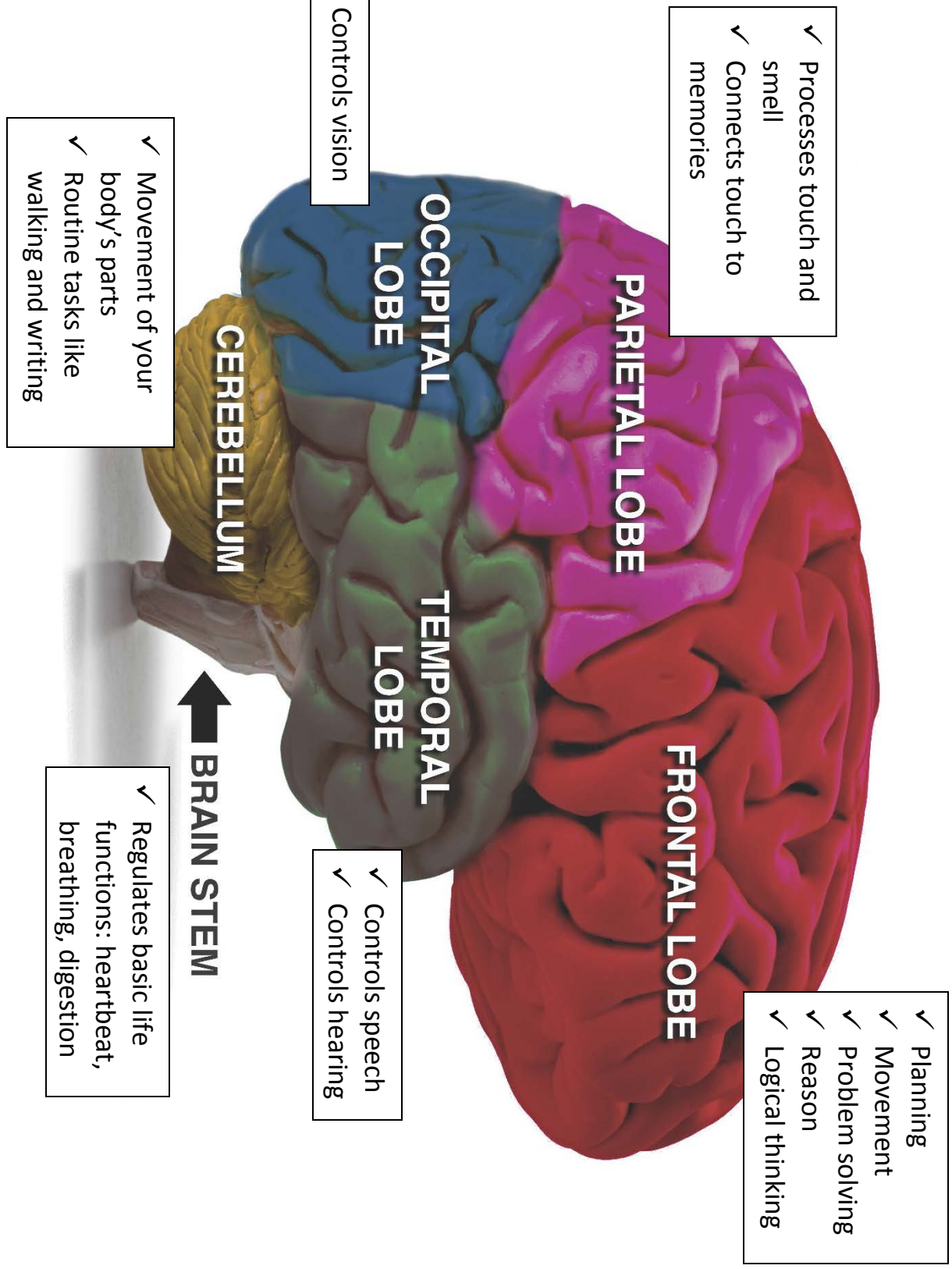
Discussion Questions

- *Has anyone ever seen a professional/grown-up bike race? Are the riders wearing helmets?*
- *What other athletes wear helmets? Why do they wear them?*
- *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, have laws requiring 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 Overview
●Introduction ● Small Groups ● Bike Safety Principles ● "2-Finger" Rule ● Brain Function Intro ● Brain Function Activity

6) Brain Functions - Jump Rope Jogging Activity

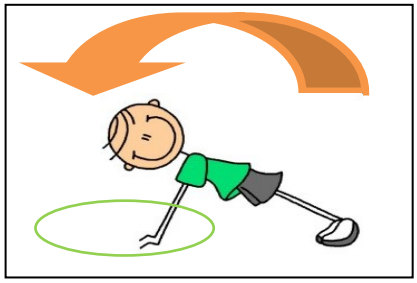
- Tell students that they will be jumping rope to associate areas of the brain with their functions.

> - *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 a water break

- Next, have students 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)***



- 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 brain functions!*

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

Day 2: Preparing to Ride

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

In order to know how to prepare a bike to be ridden, we introduce the students to the parts of the bike and their functions. To prepare the bike, students learn the "ABC Quick" Check, which reminds bicyclists to check the air in the tires, the functioning of the brakes, the chain, and that the quick release levers are closed and locked. This concept is reinforced with a physical activity called "Jump, Link, and Run".

Florida 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
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- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.5.3, PE.6.R.5.5, PE.7.R.5.3, PE.7.R.5.5, PE.8.R.5.4, PE.8.R.5.5

Health Education Standards

- Responsible Behavior: *Decision Making - Demonstrate the ability to use decision making skills to enhance health.*
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- Concepts: *Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*
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- Promotion: *Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.7.1, HE.7.P.7.1, HE.8.P.7.2

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

Day 2 Overview

● Day 1 Review ● Parts of the Bike ● Parts of the Bike Worksheet ● Pre-ride Bike Check ● "ABC Quick Check" ● "ABC Quick" Activity

Learning Targets:

1. Students will be able to list the parts of the bike and explain their functions.
2. Students will be able to perform a pre-ride bike safety check.
3. Students will be able to explain the importance of bicycle maintenance.

Materials:

- Parts of the Bike Flashcards (**pgs. 11-13**)
- "ABC Quick" Check Flashcards (**pgs. 15-22**)

Optional Supplemental Materials:

- Bicycle
- Parts of the Bike poster
- Bike pump with pressure gauge
- Bike multi-tool or Allen wrenches

1) Day 1 Review and Day 2 Introduction

- 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 on Day 1, use it for review.
- Introduce the concept of a pre-ride bike safety check.

*Today we are going to focus on **getting ready to ride**. That means **getting us ready** and getting **our bikes ready**. Today we are going to focus on what you need to check to be sure your bike is ready for a safe ride.*

2) Parts of the Bike

- Explain that students will be learning about the 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 can be** when we are on the bike.*
- *Just like we cannot drive a car if we do not know how to start a car or how to make the car go forward, we cannot ride a bike without knowing where the parts of the bike are and what to do with them.*
- *Which parts of the bike can you name?*

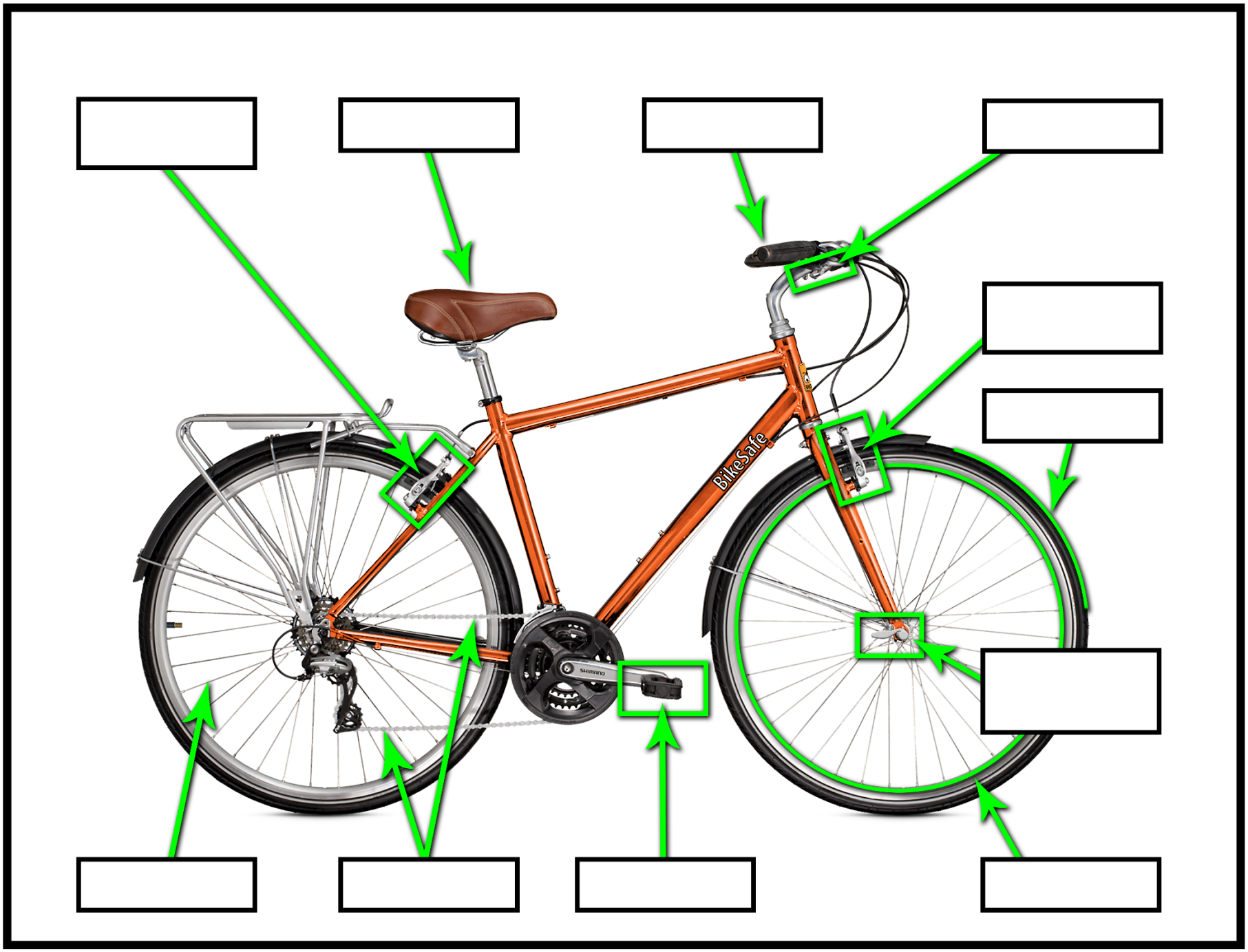
- Show students **Flashcard 1** (**pg. 11**) and have **students name** as many **parts** of the bike as they can.
- Use **Flashcard 2** (**pg. 12**) to **confirm the part names**.
- Use **Flashcard 3** (**pg. 13**) to discuss **the functions of each bike part**.
- Do a **final quiz/review** using the 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.

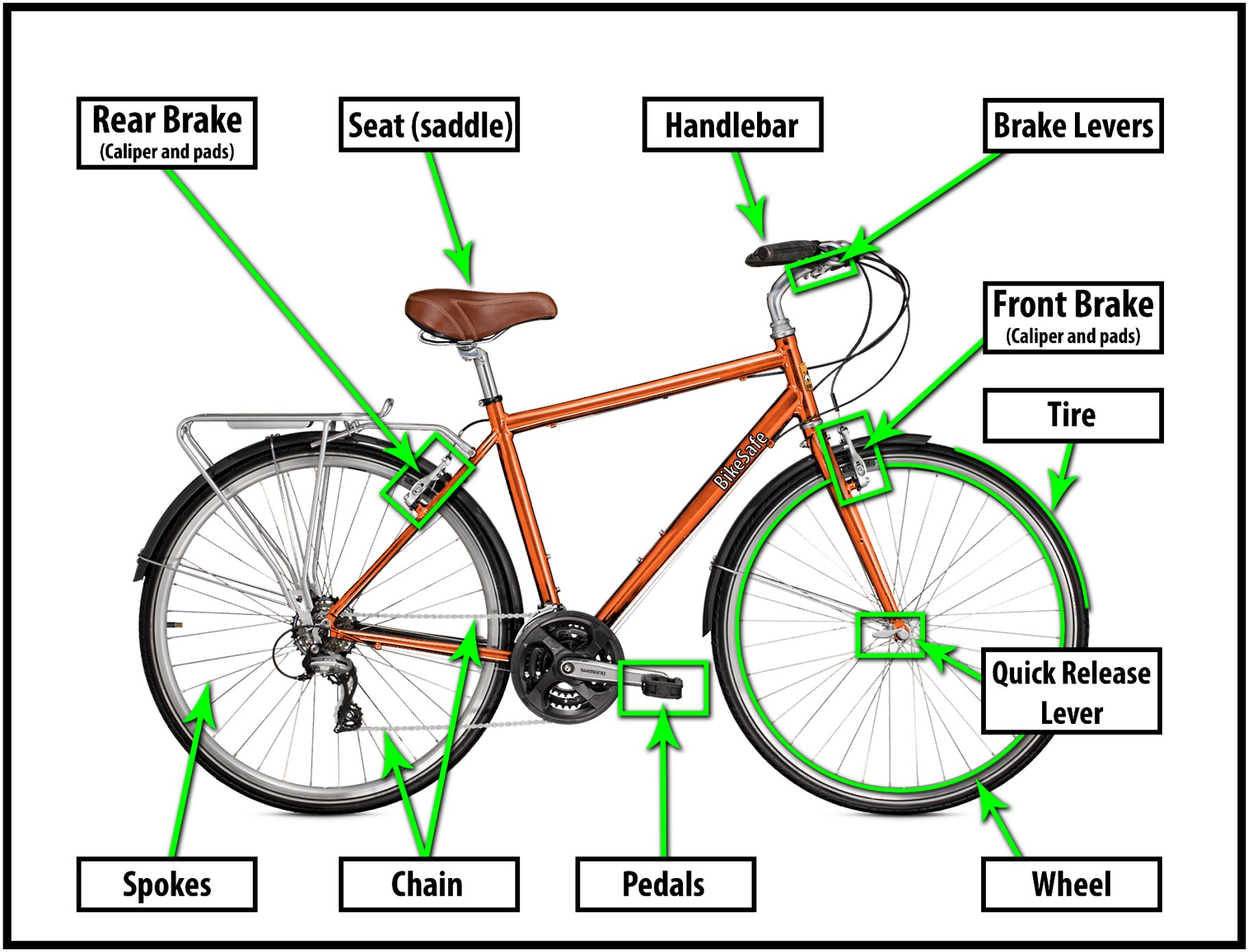
3) Parts of the Bike Worksheet – Optional Activity

- 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.

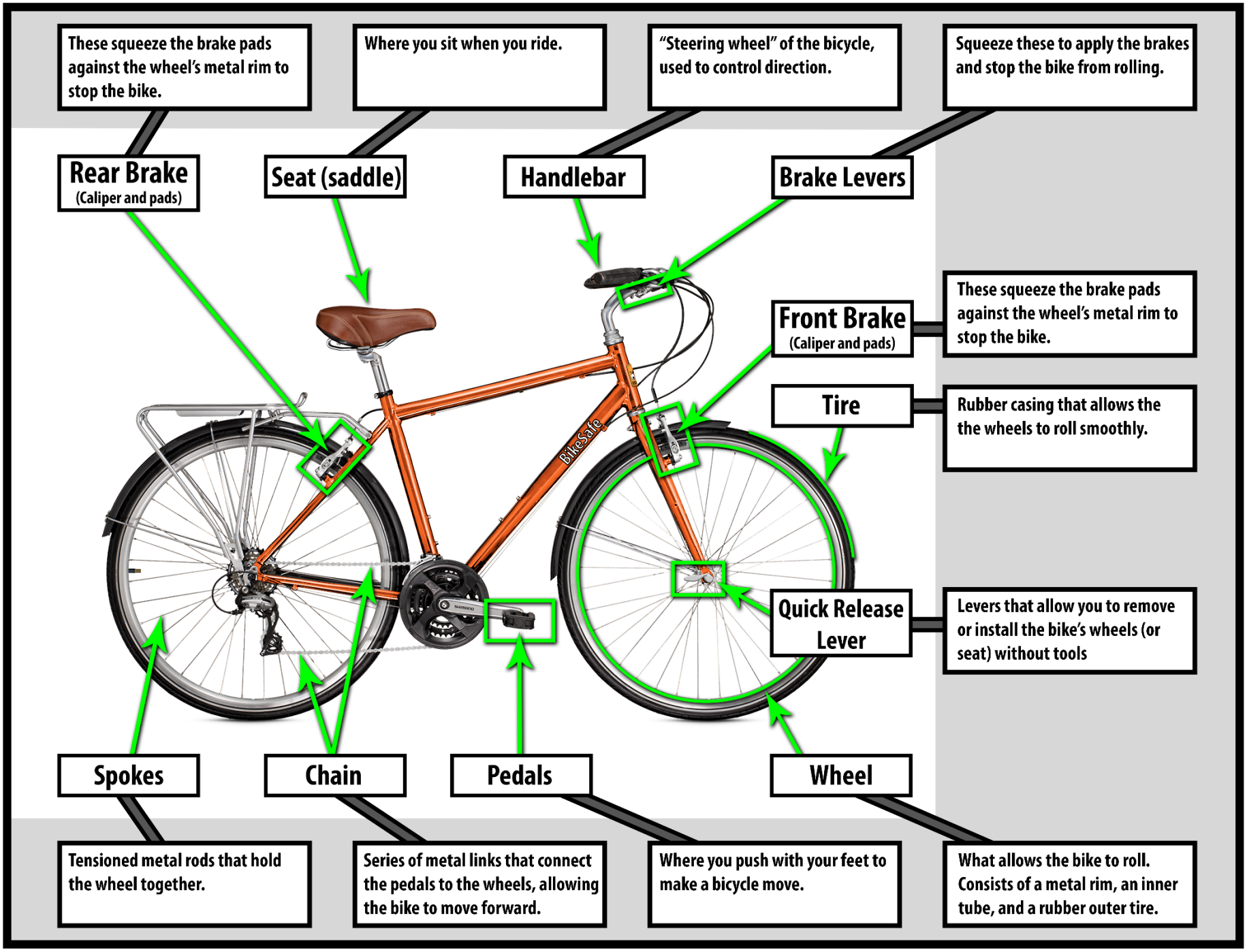
"Parts of the Bike" Flashcard 1



"Parts of the Bike" Flashcard 2



"Parts of the Bike" Flashcard 3



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

Day 2 Overview

● Day 1 Review ● Parts of the Bike ● Parts of the Bike Worksheet ● Pre-ride Bike Check ● "ABC Quick Check" ● "ABC Quick" Activity

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 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 a ride so that we don't get on the bike and have a wheel fall off or have the bike hardly move because the tire is flat.*
- ***Taking responsibility** for your bike is important for your safety.*

Important points to emphasize:

- ✓ Know the bike parts
- ✓ Know the functions of the parts of the bike
- ✓ Check the bike before riding
- ✓ Regular check-ups maintain the bike's health

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? (Air)*
  *If our tires are not filled with enough **air** they will not roll effectively.*
- *What do you think the "**B**" stands for? (Brakes)*
  *What happens if the **brakes** aren't working? Can we stop? We need to be sure that our **brakes** are squeezing the tires properly because that is how they stop the bike.*
- *What do you think the "**C**" stands for? (Chain)*
  *How do we know if our **chain** is rusty? What color is rust? What happens if we ride our bike with a rusty **chain**? If we have a rusty **chain** it can be very hard to pedal the bike or the **chain** can break while we are pedaling. This can cause us to lose control of the bike or not be able to move out of the way when we need to.*
- *What do you think "**Quick**" stands for? (Quick Release Levers)*
  *Who remembers where the **quick releases levers** are located? If we do not close and tighten the **quick release levers** the wheel can fall off or the seat can change position while we are sitting on the bike.*
- *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.

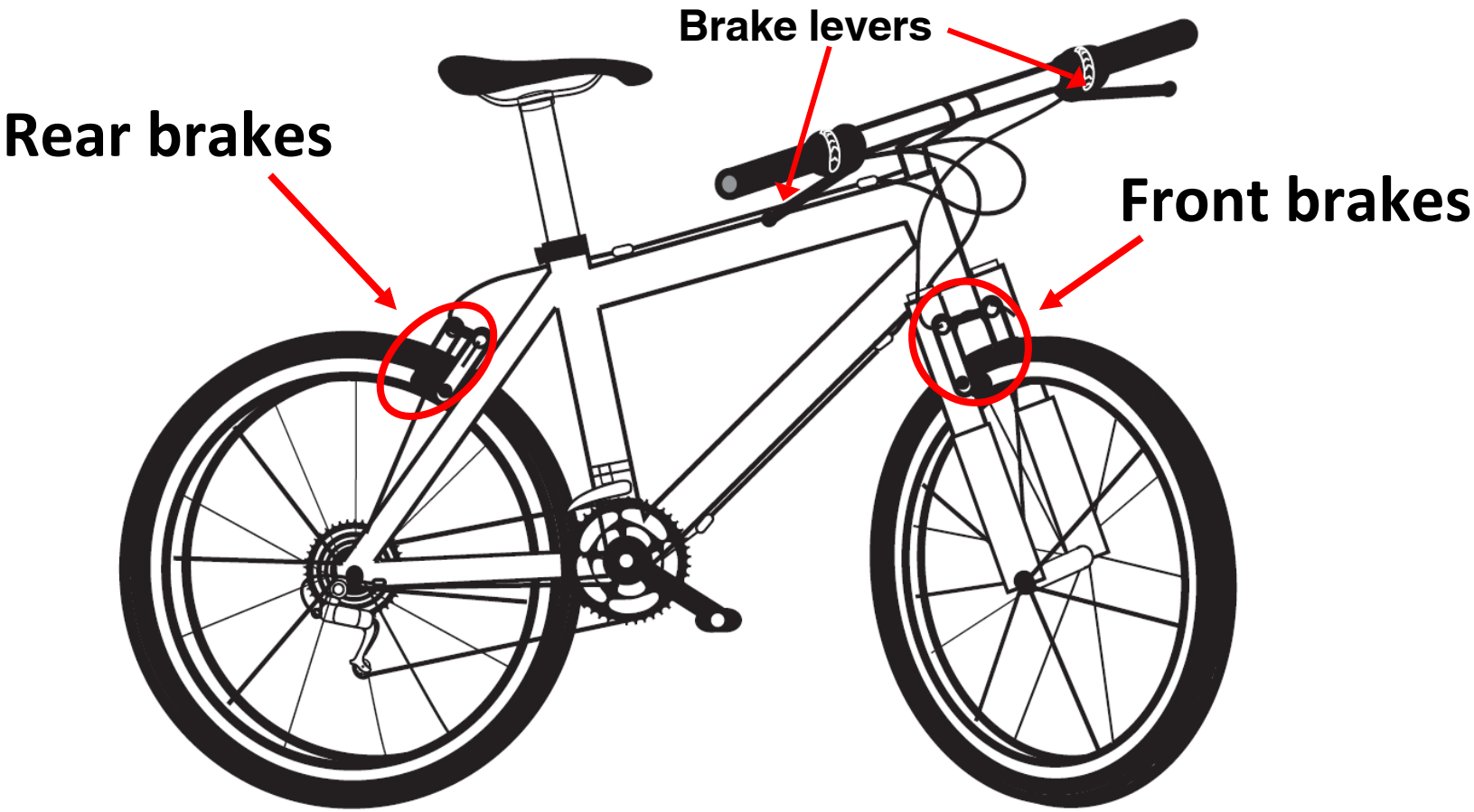
Check the AIR in the tires.

Check tire sidewall for recommended tire pressure

Pressure gauge attached to bike pump

Hand pump on valve to put air in tire

“B” stands for…

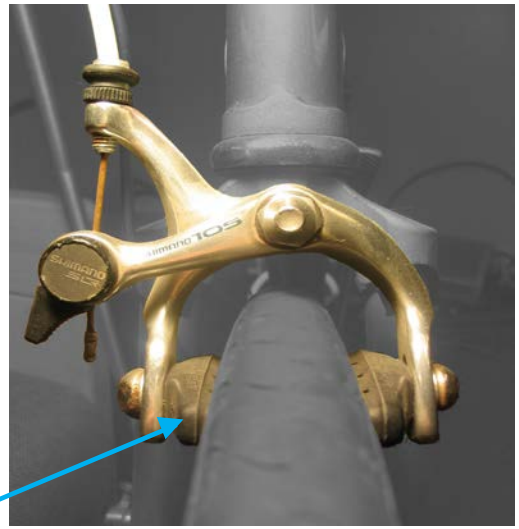


BRAKES.

“B” stands for… BRAKES.

Check if the BRAKES work.

When you squeeze the brake levers on the handlebars…

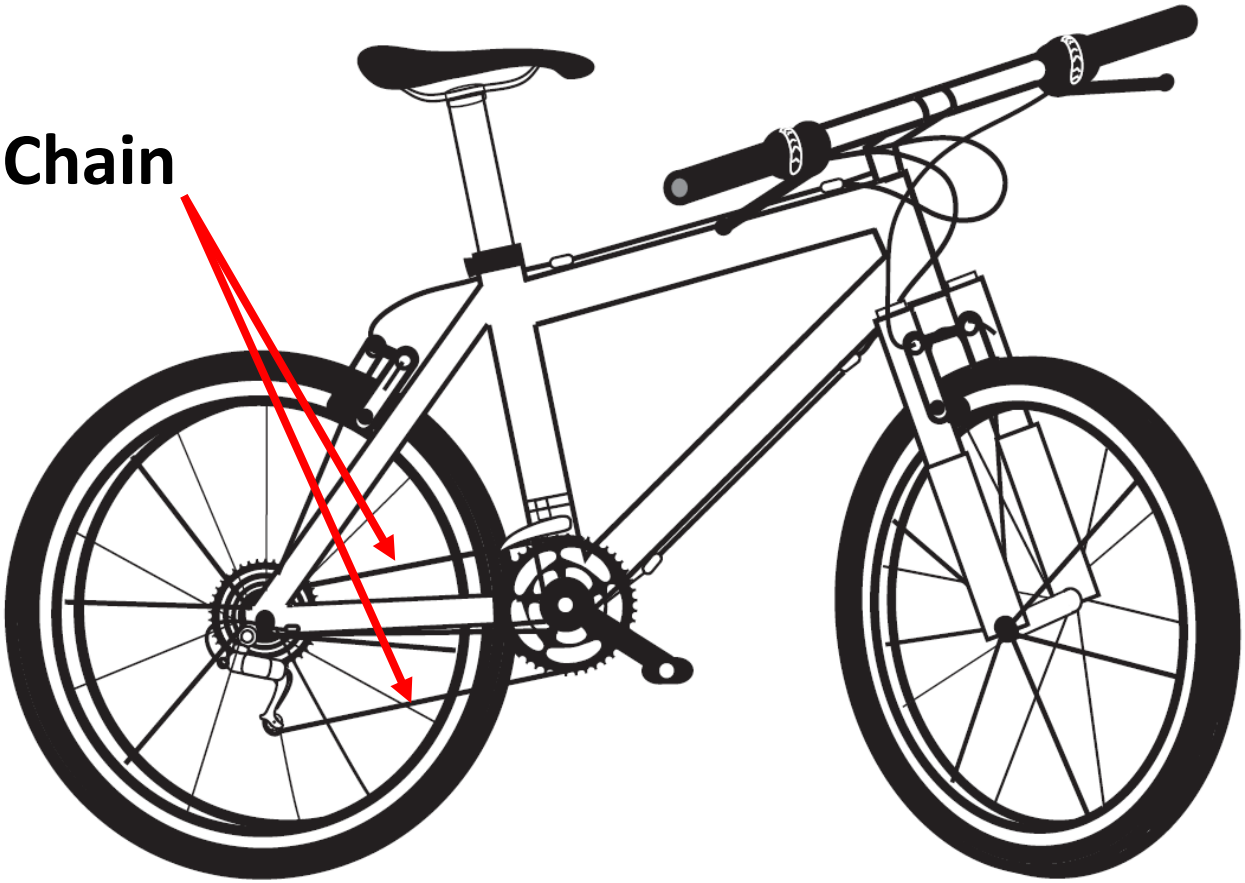


..the brake pads squeeze the wheel to stop it from turning.

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

You squeeze the brake levers, which makes the bike stop safely. Don’t try to stop the bike in any other way.

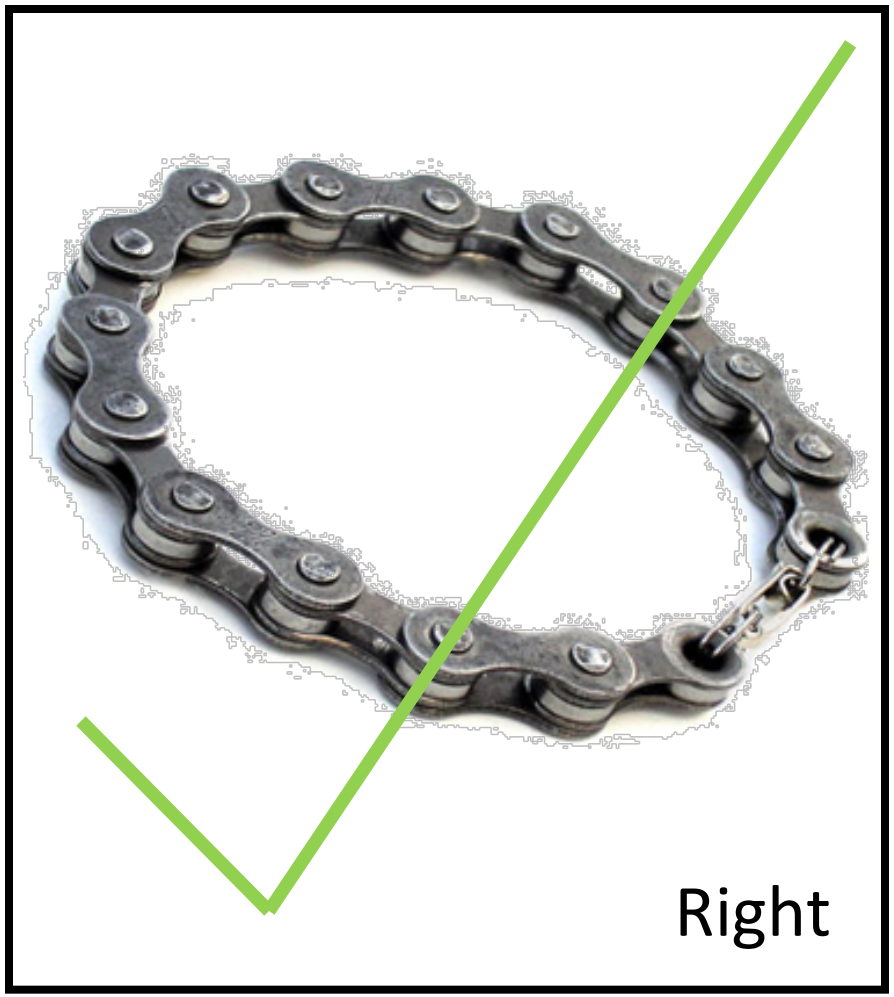
“C” stands for…

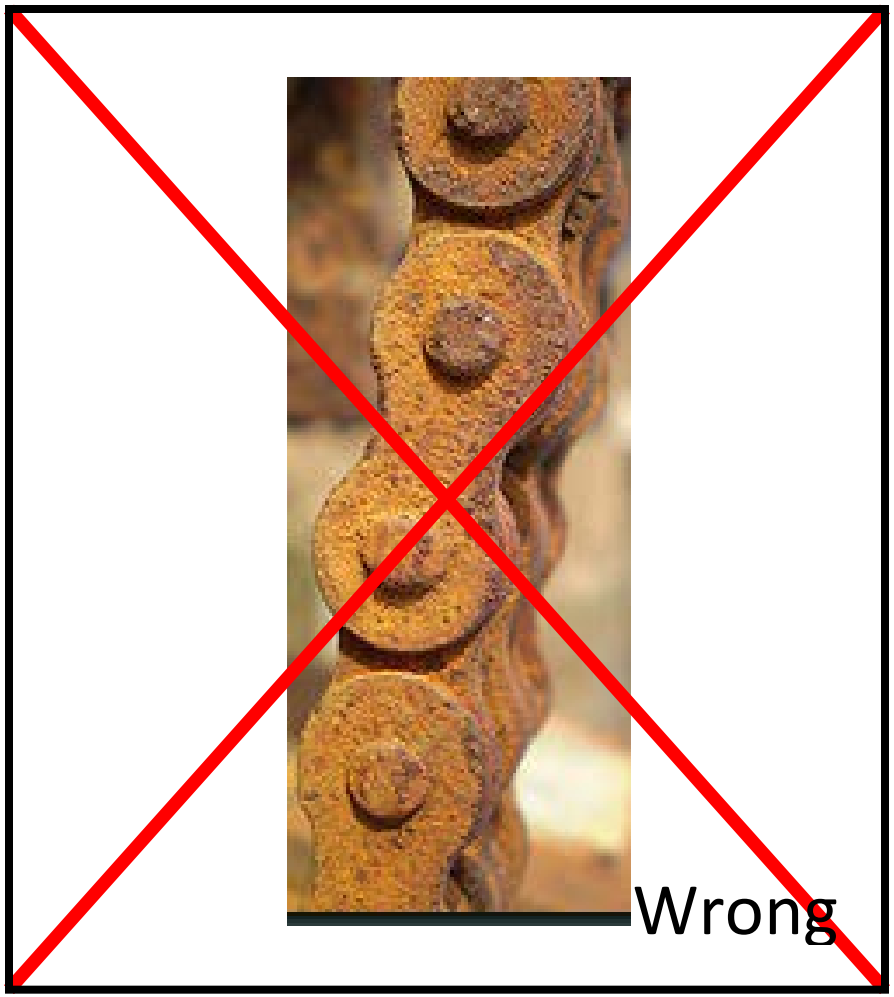


CHAIN.

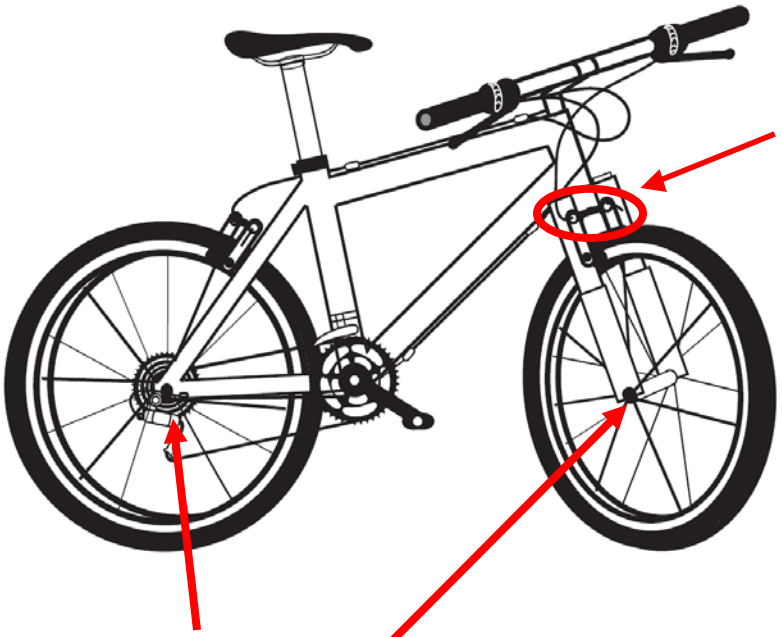
“C” stands for… CHAIN.

Check the CHAIN for rust.





“Quick” stands for…



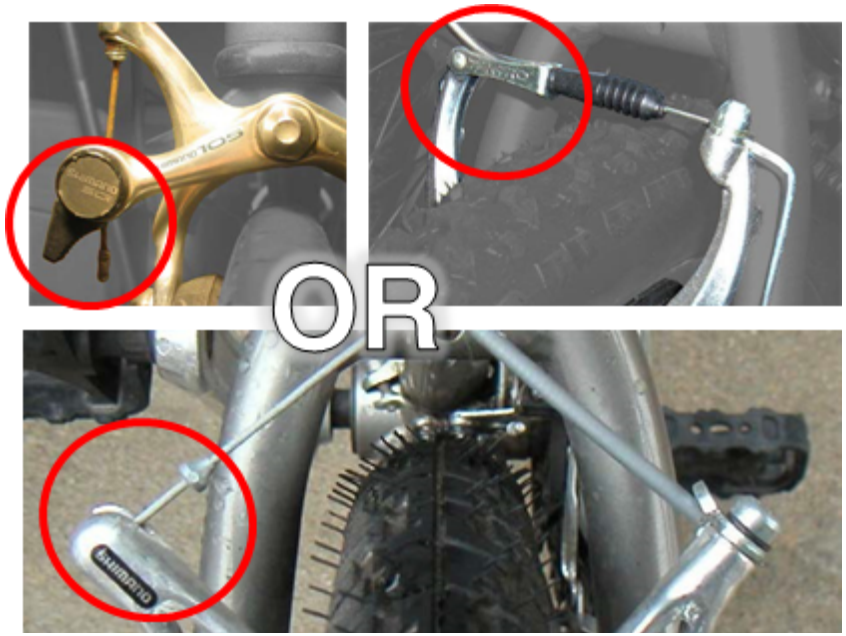
Quick release levers for *brakes*

Quick release levers for *wheels*

QUICK RELEASE LEVERS.

"Quick" stands for… Quick Release Levers.

Make sure your bicycle's QUICK RELEASE LEVERS are closed and securely fastened.



Three common styles of quick releases for *brakes*

Quick release levers for *wheels*

Day 2: *Preparing to Ride*

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

Day 2 Overview

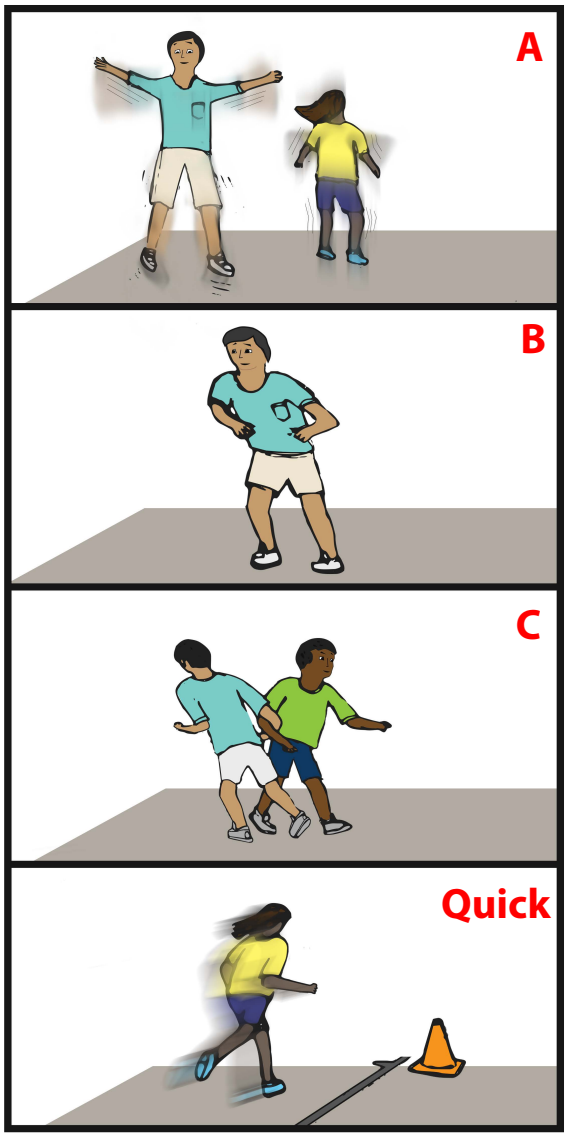
● Day 1 Review ● Parts of the Bike ● Parts of the Bike Worksheet ● Pre-ride Bike Check ● "ABC Quick Check" ● "ABC Quick" Activity

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

- Inform **students** that they **will be performing physical actions to** help them **remember** the components of the **"ABC Quick" Check**
- Using the chart below, explain the actions that will be associated with each component of the "ABC Quick" Check

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

- Instruct **students** to **begin moving around the room** and begin **calling out components of the "ABC Quick" Check**. Students should respond with the appropriate action
- For a competitive version, eliminate the student who performs the student action last
- To challenge students further, have them perform actions after you reference only the LETTERS of the "ABC Quick" Check. *(A=Jumping Jacks, B = Stop, C = Do-si-do, Quick = Sprints)*



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

Day 3: Rules of Riding

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

The Chaos Box activity helps students recognize that when they are moving in unpredictable patterns, it is difficult to avoid crashes. However, once they all move in the same, predictable, pattern/direction, collisions are much more avoidable. Also, the obstacle soccer game, where students avoid hazards and obstacles in the field, helps them make connections to some of the hazards they might have to avoid while riding.

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 from sunset to sunrise. Students complete a worksheet activity in which they identify ways to be more visible to others while riding.

Florida 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.1.1, PE.7.M.1.2, PE.7.M.1.7, PE.7.M.1.9, PE.8.M.1.3, PE.8.M.1.4, PE.8.M.1.6, 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.2.1, PE.6.C.2.2, PE.6.C.2.21, PE.7.C.2.8, PE.7.C.2.9, PE.8.C.2.1, PE.8.C.2.6, PE.8.C.2.7, PE.8.C.2.8
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.3.1, PE.7.L.3.1, PE.7.L.3.3, PE.8.L.3.1
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.5.3, PE.6.R.5.5, PE.7.R.5.3, PE.7.R.5.5, PE.8.R.5.3, PE.8.R.5.5

Health Education Standards

- Responsible Behavior: *Decision Making - Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.5.2, HE.6.B.5.3, HE.6.B.5.5, HE.7.B.5.1, HE.7.B.5.2, HE.8.B.5.2, HE.8.B.5.3, HE.8.B.5.5
- Concepts: *Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.6.C.1.3, HE.6.C.1.8, HE.7.C.1.3, HE.7.C.1.4, HE.7.C.1.8, HE.8.C.1.3, HE.8.C.1.4, HE.8.C.1.8
- Promotion: *Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.7.1, HE.7.P.7.1, HE.8.P.7.1

Day 3: Rules of Riding

Instructional Component – *Keys to Safe Riding*

Day 3 Overview

● Keys to Safe Riding ● Chaos Box Activity ● Obstacle Soccer Game ● Who Looks Safe? Activity

Learning Targets:

1. Students will be able to explain why visibility and predictability are important for bicycle safety.
2. Students will be able to identify potential hazards when riding a bike and list strategies for addressing these hazards
3. Students will be able to list ways to increase their visibility while riding

Materials:

- Cones to mark the Chaos Box
- Soccer ball
- Cones, hurdles, or large pieces of equipment for soccer game
- "Who Looks Safe?" worksheet
- Crayons, markers, pens

Optional Supplemental Materials:

- "Identifying Hazards" worksheet

1) *Keys to Safe Riding*

- Explain that a safe cyclists always relies on **three key concepts** (proper helmet fit, visibility, and predictability) to practice safety when riding
- Review "2-Finger" Rule
- Explain the concept of visibility. Ask students for ways of increasing their visibility while riding a bike

Tips for Visibility

- Most states (including Florida) require a **red rear light** and **white front light** on the bike when riding between sunset and sunrise - Emphasize this point!
- Be sure there are **reflectors** on the bike
- Wear **reflective** wristbands and **bright** colors
- Ride in **groups** – there is **safety in numbers**
- Smaller kids can **add a flagpole to the back of their bike** to make it easier for cars and other people to see them

- Explain the concept of predictability. Ask students how they can be predictable while riding a bike.

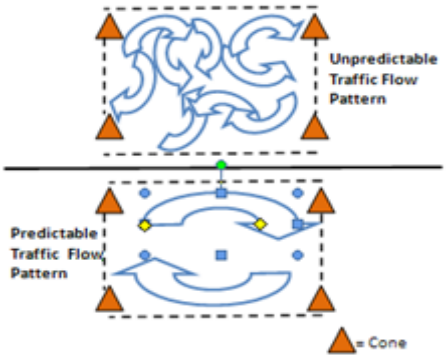
Tips for Predictability

● Use **hand signals** ● Ride in a **straight line** ● Do not **weave in and out** of parked or moving cars

2) *Chaos Box Activity*

- Create a square on the floor with cones
- Have students **line up and enter the square** ("box") one by one upon your signal (whistle blow).
- **Inform students that once they enter**, **they cannot stop moving** (they can 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!*)
- **Empty the box** to prepare for predictable traffic flow pattern.
- Have students to **form a line** around the box and **walk in a clockwise direction** until you say STOP.
- Select a student to run to the front of the line and yell "Passing on the Left!" to notify people they are passing, just like a bike or car should pass on the left.

Chaos Box Activity



- *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 3 Overview
● Keys to Safe Riding ● Chaos Box Activity ● Obstacle Soccer Game ● Who Looks Safe? Activity

3) Obstacle Soccer Game

- Explain to the students that 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.
- 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.)

- Instruct students on rules of obstacle soccer

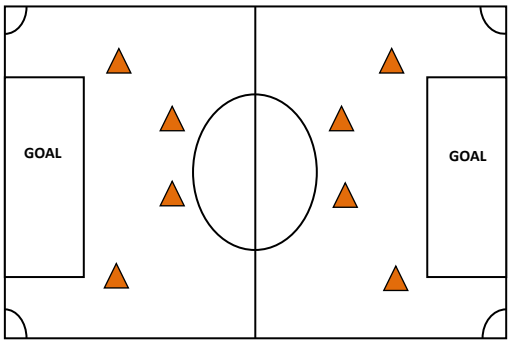
Obstacle Soccer Game Set Up:

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.

Alternate activity (if no field available)

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

Sample Obstacle Soccer Game Set-Up



- *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.*
- *When you score a goal, it will count for three points. The first team to reach 10 points wins.*

Day 3: Rules of Riding

Creative Component – Safe Bike Riding Outfits

Day 3 Overview

● Keys to Safe Riding ● Chaos Box Activity ● Obstacle Soccer Game ● Who Looks Safe? Activity

4) "Who Looks Safe" Activity

- In preparation for the activity, quickly review the concepts of visibility and predictability.

What can we do to make ourselves 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.
- Make sure you have a rear red tail light and a white front head light on your bike. (Required by Florida Law when riding between sunset and sunrise).

What can we do to make ourselves predictable when we ride?

- 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.

- Break the class into small groups (3-6 students).
- Each group should have a **"Who Looks Safe?" Worksheet (pg. 28)**, and crayons, markers or pens/pencils.
- Students will draw, design and describe to each other the items the rider needs to be more 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.

Sample Student Responses:

Helmet, reflective/bright clothing, reflectors on bike, front and rear 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 starts with a brief review of all the concepts covered in Days 1 through 3: Bike Basics, Preparing to Ride, and Rules of Riding. The students may think they are ready to ride but there is still an important piece missing, navigating the road signs and signals of the road system, which will be covered in this lesson.

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. Additionally, bicyclists need to know what different signs and traffic signals mean, so they can ride in a more predictable manner. In this lesson we teach the students how to perform different hand signals as well as define what various road signs mean. Both concepts are reinforced with a hand signaling activity where students practice using hand signals and responding to street signs while dribbling a basketball.

To learn about 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!

Florida 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.1.7, PE.7.M.1.9, PE.8.M.1.3, 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.2.2, PE.6.C.2.21, PE.7.C.2.6, PE.7.C.2.8, PE.7.C.2.9, PE.8.C.2.5, PE.8.C.2.6, PE.8.C.2.7, PE.8.C.2.8
- Lifetime Fitness: *Participate regularly in physical activity.*
  - ✓ PE.6.L.3.1, PE.7.L.3.1, PE.8.L.3.1
- Responsible Behaviors and Values: *Exhibit responsible personal and social behaviors during physical activities.*
  - ✓ PE.6.R.5.3, PE.6.R.5.5, PE.7.R.5.3, PE.7.R.5.5, PE.8.R.5.5

Health Education Standards

- Responsible Behavior: *Interpersonal Skills - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.*
  - ✓ HE.6.B.4.1, HE.7.B.4.1
- Responsible Behavior: *Decision Making - Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.5.1, HE.6.B.5.2, HE.6.B.5.5, HE.7.B.5.1, HE.7.B.5.2, HE.8.B.5.2, HE.8.B.5.3, HE.8.B.5.5
- Concepts: *Core Concepts - Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.6.C.1.3, HE.6.C.1.8, HE.7.C.1.3, HE.7.C.1.4, HE.7.C.1.8, HE.8.C.1.3, HE.8.C.1.4, HE.8.C.1.8
- Promotion: *Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.6.P.7.1, HE.7.P.7.1, HE.7.P.7.2, HE.8.P.7.2

Day 4: *Safe Bike Riding*

Instructional Component – Where it is Safe to Ride

Day 4 Overview

● Safe Ride Introduction ● Signs and Signals ● Safe Riding Skills Simulations ● Hand Signals Activity

Learning Targets:

1. Students will be able to explain and perform appropriate maneuvers in response to the most common traffic signs.
2. Students will be able properly signal with their hands to help drivers and other bicyclists know what they intend to do and where they intend to turn.
3. Students will be able to explain why riding on the right side of the road helps to contribute to their predictability and safety.

Materials:

- Sign/Signal flashcards
- Cones (minimum of 8 for two teams)
- 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:

- Sidewalk chalk
- Prop traffic signs
- "Intersections Worksheet" (**pgs. 57-61**)

1) Safe Riding Introduction

- Briefly **review** safety concepts from Days 1-3.
- **Discuss** the following **procedures** for riding a bike safely:

Safe Cycling Procedures

- **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
- **Crossing a street** – Same process as exiting a driveway.
- **Approaching a crosswalk** – Slow down and stop. Look L-R-L for pedestrians crossing the street. Cross when coast is clear.
- **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. *(Yield: A yield is a traffic sign that lets us know we need to slow down and look for oncoming traffic.)*

- Remind students of the following points and explain how they help them stay predictable and safe

***Important points to emphasize*:**

- ✓ Obey all **traffic signs and signals.**
- ✓ **Bikes on the street and cars** are both **VEHICLES**.
- ✓ Like a car, ride your bike on the **right side of the road**.
- ✓ ALWAYS ride in a **straight line** (never weave in between cars!).
- ✓ When on a bike, **ride where cars *expect* you to be**

Q: Can we ride on the sidewalk?
A: In Florida, yes we can but even when we ride on the sidewalk we have to be careful.

Q: What are some of the traffic signs we see riding our bikes? Should we do what the signs tell us?

A: Stop signs, yields, and railroad crossings, just to name a few. Yes, always follow the traffic signs! Bikes are vehicles and need to follow rules too.

Q: Who has the "right-of-way" – bikes or pedestrians?
A: Pedestrians

Q: If a person rides in the street, which side of the street should they ride on?
A: Always ride WITH (not against) the flow of traffic, on the right side of the street. When walking/jogging, we do the opposite.

Q: What if the street is a one-way street?
A: Always ride WITH traffic. Do not ride the wrong way down a one way street.

Q: Should we ride our bikes in a zigzag pattern, back and forth from side to side?
A: No! Always ride in a straight line to be predictable.

Day 4: *Safe Bike Riding*

Instructional Component – *What do Signs and Signals Mean?*

Day 4 Overview

● Safe Ride Introduction ● Signs and Signals ● Safe Riding Skills Simulations ● Hand Signals Activity

2) Signs and Signals

- Introduce the concept of using traffic signs and signals while riding a bicycle

- 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?
  Write student responses on chart paper or whiteboard if available
- What do you think **"right-of-way"** means? (*When you arrive to the same place at the same time as someone else, they get to go first if they are to the right of you*).

- If there is time, discuss who has right of way in different situations (**pg. 57-61**); ex: right turn has priority over left turn.
- Introduce and explain the following traffic signs and signals. For larger visuals of the signs, please refer to the next few pages of the curriculum.

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 give 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.

Pedestrian Crossing: Prepare to come to a stop for pedestrians in the path. Look both ways before continuing through the path.

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

Green light: Proceed through intersection.

Red light: Stop, do not proceed through intersection.

Yellow light: Slow down and prepare to stop.


YIELD


STOP


R
R

Day 4: *Safe Bike Riding*

Creative Component – Safe Biking Skills Simulations

Day 4 Overview

● Safe Ride Introduction ● Signs and Signals ● Safe Riding Skills Simulations ● Hand Signals Activity

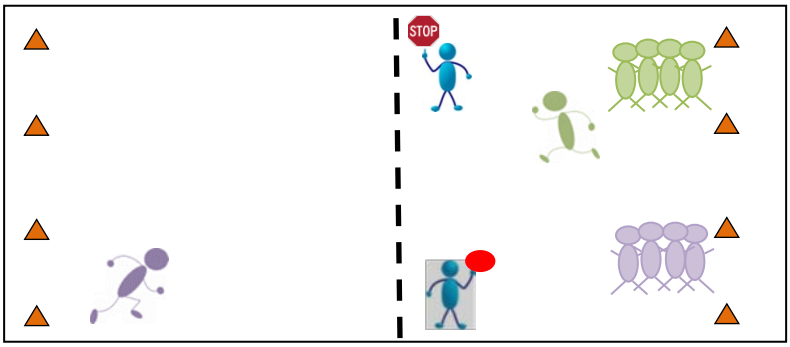
3) Safe Riding Skills Simulations

- Inform students that the next activity will ask them to practice using their signs and signals knowledge

- *For these drills, we are going **to pretend we are on bikes**.*
- Now that we know the signs and signals on the road, we need to follow them, just like cars do.
- **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.
- *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

- Place **cones** to **represent the end of a street** on the opposite side of the court.
- Divide group into 2-4 small groups. Have each team line up along the edge of the court.
- Have one **child volunteer** from each group **standing at the center** of the court, facing the line of their teammates.
- The **volunteers** at the center line will **act as a STOP sign or Red Light signal**. You can use different hand signals or signs to represent each traffic sign.
- Starting with one side of the court, have **children take turns doing moving jumping jacks (in place of bike riding)** as they move toward the end of the "street" and 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 obey the sign or signal**; Stop, 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.
- Children 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 have students act as a yield sign. To do this, have the students run towards one volunteer in the middle who is holding the 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 stops

Day 4: Safe Riding
Modeling Component – Hand Signals

Day 4 Overview
● Safe Ride Introduction ● Signs and Signals ● Safe Riding Skills Simulations ● Hand Signals Activity

4) Hand Signals Activity

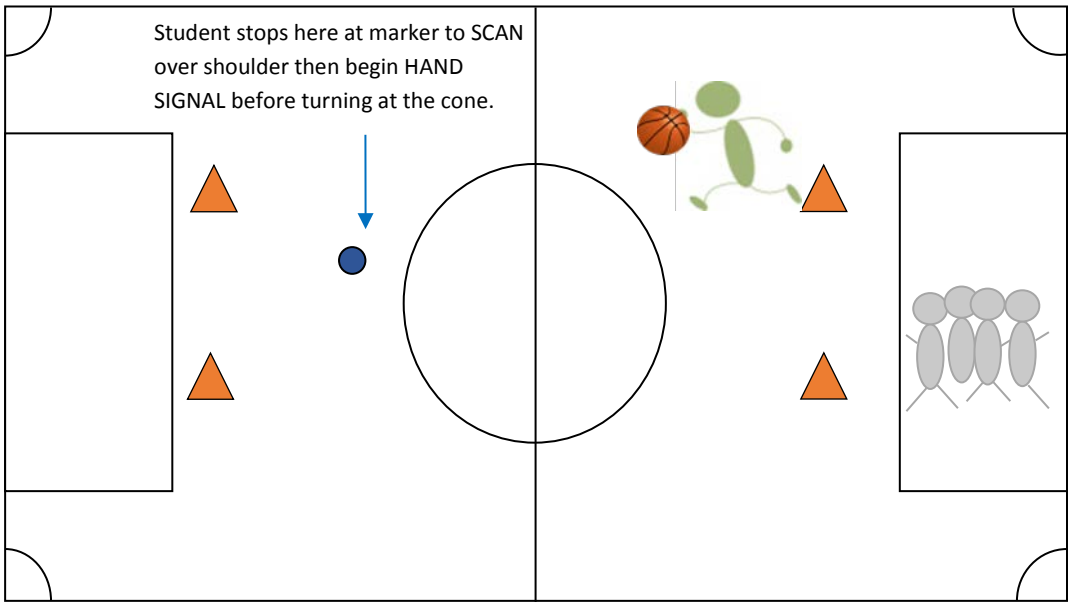
- Introduce the concept of using **hand signals** to **indicate to those around you where you want to move** while on a bike.

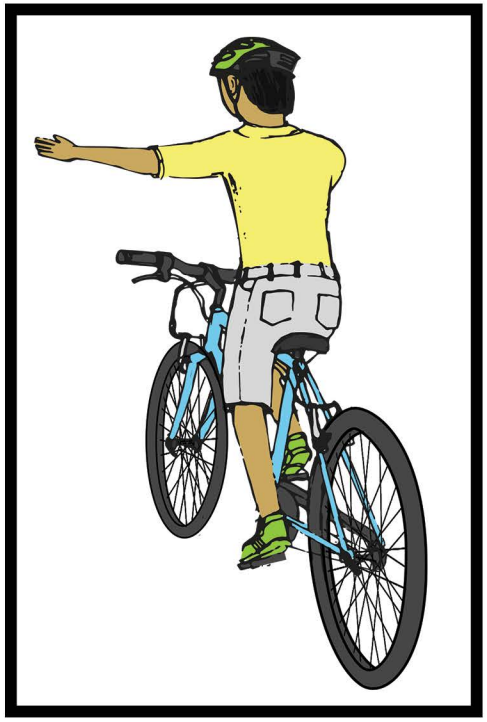
Just like following the rules of the road, using hand signals helps make you ***predictable***, and thus keeps you *safe*.

- Teach the **bicycle hand signals** to use when making a left turn, right turn, and stopping (**pg. 39**).
- Explain that students will be participating in a hand signaling activity to practice these skills.

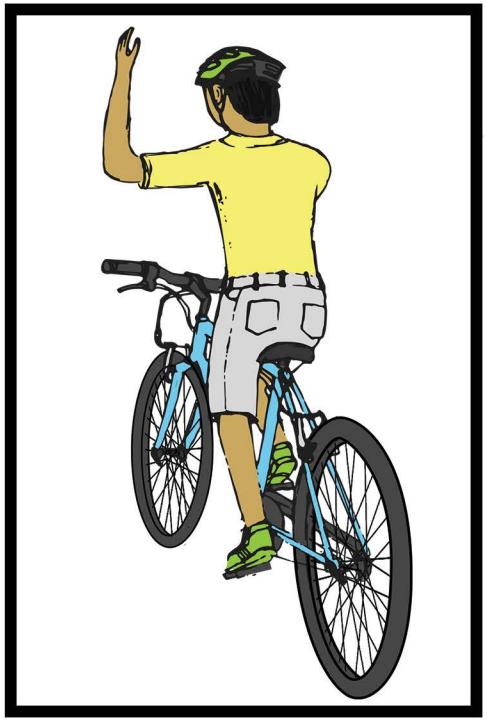
Basketball Hand Signaling

- Set-up the court with cones as shown below.
- Have the children form lines at one end of the court.
- Provide 1 basketball per line.
- The first child in each line with a basketball will **dribble to the other side** of the court.
- When they get past half court, they must **SCAN over their LEFT shoulders** (*to practice checking for cars*).
- Next, they must **indicate that they are making a LEFT turn** by doing the **proper hand signal with their left hand while 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, the child will pass the ball to the next person in line.
- Repeat the drill to practice the RIGHT and STOPPING hand signals.

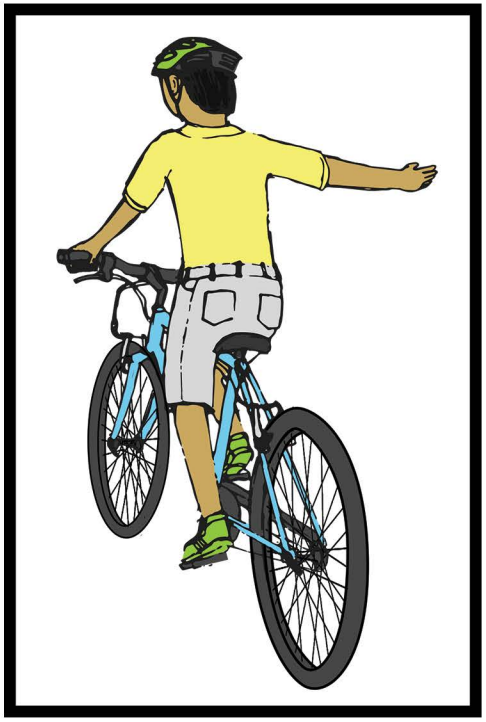




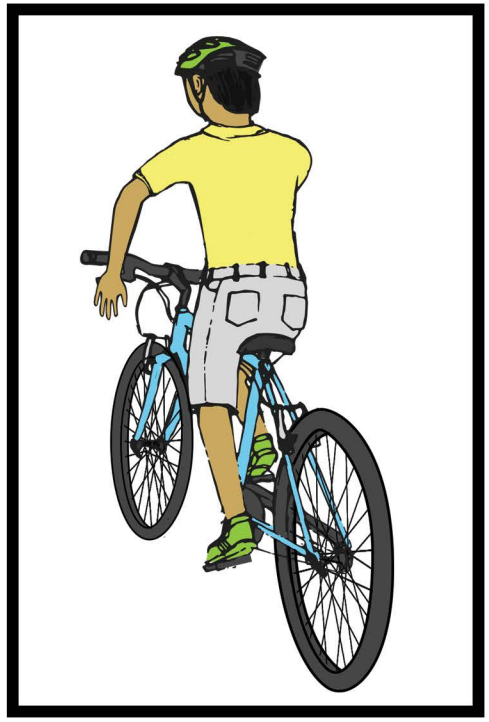
TURNING LEFT



TURNING RIGHT



TURNING RIGHT



STOPPING

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 car drivers do not have the option of stretching their right hand out of the passenger window, they use their left hand (like the bicyclist in the second picture). Students should choose whichever option they are most comfortable doing, depending on which hand they prefer to hold the bike with (or in the case of the *basketball hand signaling 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 the bike safety skills they have learned on bikes (with helmets of course). This lesson consists of a bike rodeo followed by a neighborhood bike ride. The day 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 led by teacher and parent volunteers.

Florida 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.1.6, 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.2.2, PE.6.C.2.12, PE.7.C.2.6, PE.7.C.2.8, PE.7.C.2.9, PE.8.C.2.5, PE.8.C.2.6, PE.8.C.2.7, PE.8.C.2.8
- Lifetime Fitness: Participate regularly in physical activity.
  - ✓ PE.6.L.3.1, PE.7.L.3.1, PE.7.L.3.3, PE.8.L.3.1, PE.8.L.3.3, PE.8.L.3.5
- Responsible Behaviors and Values: Exhibit responsible personal and social behaviors during physical activities.
  - ✓ PE.6.R.5.3, PE.6.R.5.5, PE.7.R.5.3, PE.7.R.5.5, PE.8.R.5.5
- Responsible Behaviors and Values: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
  - ✓ PE.6.R.6.1, PE.7.R.6.1

Health Education Standards

- Responsible Behavior: *Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.*
  - ✓ HE.6.B.4.1
- Responsible Behavior: *Decision Making - Demonstrate the ability to use decision making skills to enhance health.*
  - ✓ HE.6.B.5.2, HE.6.B.5.5, HE.7.B.5.2
- Concepts: *Core Concepts - Comprehend Concepts related to health promotion and disease prevention to enhance health.*
  - ✓ HE.7.C.1.3, HE.8.C.1.3, HE.8.C.1.8
- Promotion: *Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*
  - ✓ HE.7.P.7.2, HE.8.P.7.2

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

Day 5 Overview

● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

Learning Targets:

1. Students will be able to begin moving on the bike using the Power Pedal start.
2. Students will be able to use the brakes to come to a complete stop without dragging their feet on the ground.
3. Students will be able to scan behind them when riding without changing their direction of travel.
4. Students will be able to signal their intentions (turning, stopping) while maintaining control of a bike.

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.

1) Pre-Ride Checklist

"ABC Quick" Check

- Review the necessary **pre-ride (bike and person) checks.**
- As you review the **"ABC Quick" Check** (**pg. 14**) have the students perform the check on their own bikes.
- **Add air** to the tires if the pressure is low (check the text on the walls of the tires to find out the recommended tire pressure – depending on the child's bike, it will likely 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 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?*

Helmet Fitting

- Review the ***"2-Finger"* Rule** (**pg. 4**).
- Have each child perform the ***"2-Finger"*** check with their helmet.
- Assist in adjusting the straps of the helmet for a better fit.
- 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.*

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

Day 5 Overview

● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

1) Pre-Ride Checklist (Continued)

Predictability Review

- Review the principles of **predictability** 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.

- *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!*

Visibility Review

- Review **visibility**, the importance of being seen on a bike, and what helps a rider be seen.

- *It is also important that we are **visible** when we 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 from sunset to sunrise.*

An example of reflective gear you can wear to be more visible at night.

An example of what a back red and front white bike light look like.

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 5 Overview

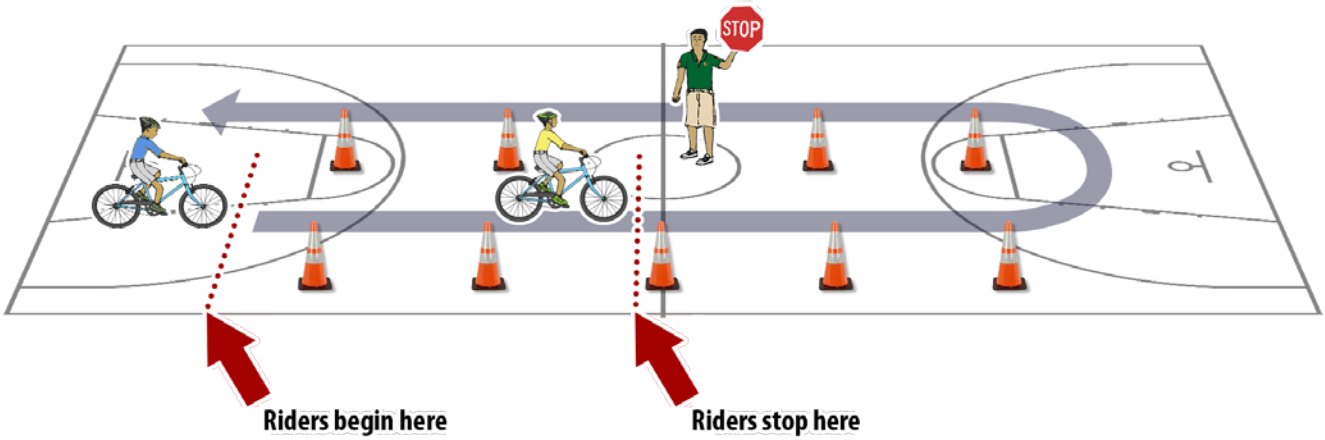
● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

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

2) Start & Stop (Power Pedal)

- Arrange the station with cones or flags as shown in the image below.
- Explain to students that they will be moving through the course to practice the skill of starting and stopping safely.
- Instructor should stand by the middle cone, holding a stop sign if possible.

- *It is **important** to be able to start and stop while still travelling in a **straight line**. [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!), then place one foot on the ground while straddling your bike, keeping the other foot on a pedal, then look left-right-left.***
- ***After stopping to check if it is clear to cross, return to the power pedal position** (**pg. 44**) and **ride to the last cone** where you will **turn around the cone** and ride back to where you started to repeat the drill.*

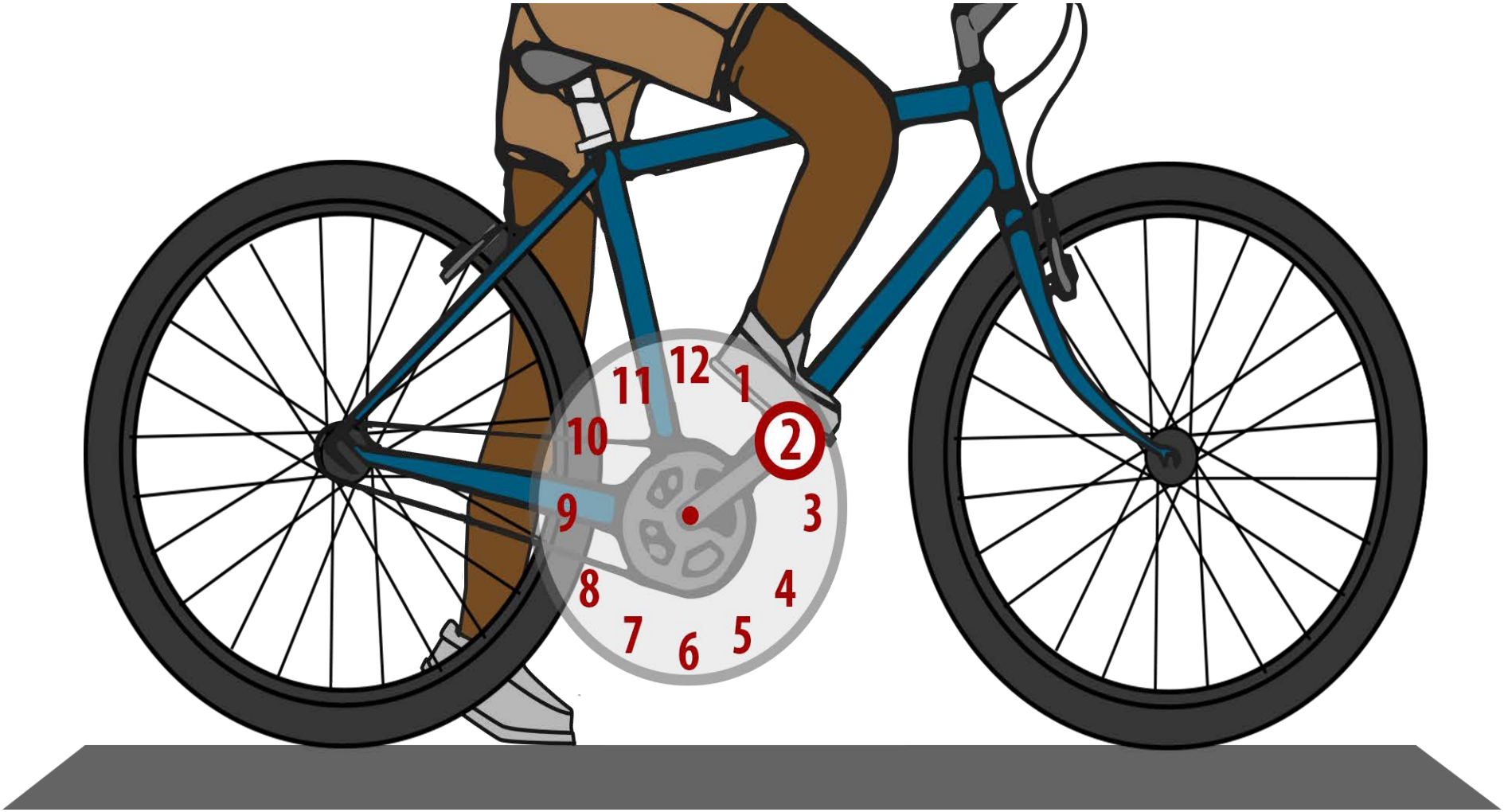


The Power Pedal

The Power Pedal helps to get a quick burst of speed to start the bike's movement safely. The benefit of the Power Pedal is that the momentum it provides riders means they do not have to focus on both balancing and pedaling to start movement. If done effectively, the power pedal will give a rider momentum so they can focus on balance, only adding the pedaling motion after they are comfortable with balancing a moving bike. For students who are not very comfortable with starting motion on the bike, instruct them to perform the Power Pedal and see how far they can roll forward without adding any pedaling. Once they are comfortable with this motion, they should find it much easier to add pedaling once they are already moving and balanced.

- To perform the **Power Pedal**, put one foot on the ground and the other foot in the 2 o'clock position on the pedal.
- After looking left-right-left to make sure there are no cars, bikes, or people coming, **push off the ground with your foot** and **push down on the pedal with the other foot at the same time**. (**pg. 44**)

Power Pedal



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

Day 5 Overview

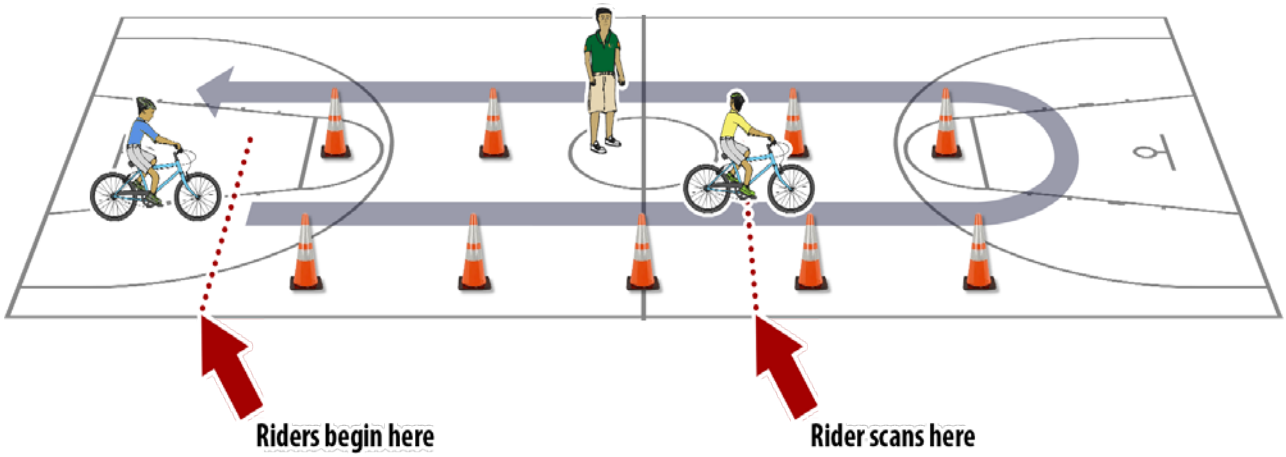
● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

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

3) Scanning and Signaling

- Arrange the station with cones or flags as shown in the image below.
- Explain to children that they will be moving through the course to practice scanning behind them to check for hazards before turning or changing their path.

> - *This station is going to be a little more challenging than the last.*
> - *You'll practice **scanning** over your left shoulder.*
> - *When you pass me, look back while maintaining a straight line, look forward, turn the bike, and return to start.*



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

Day 5 Overview

● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

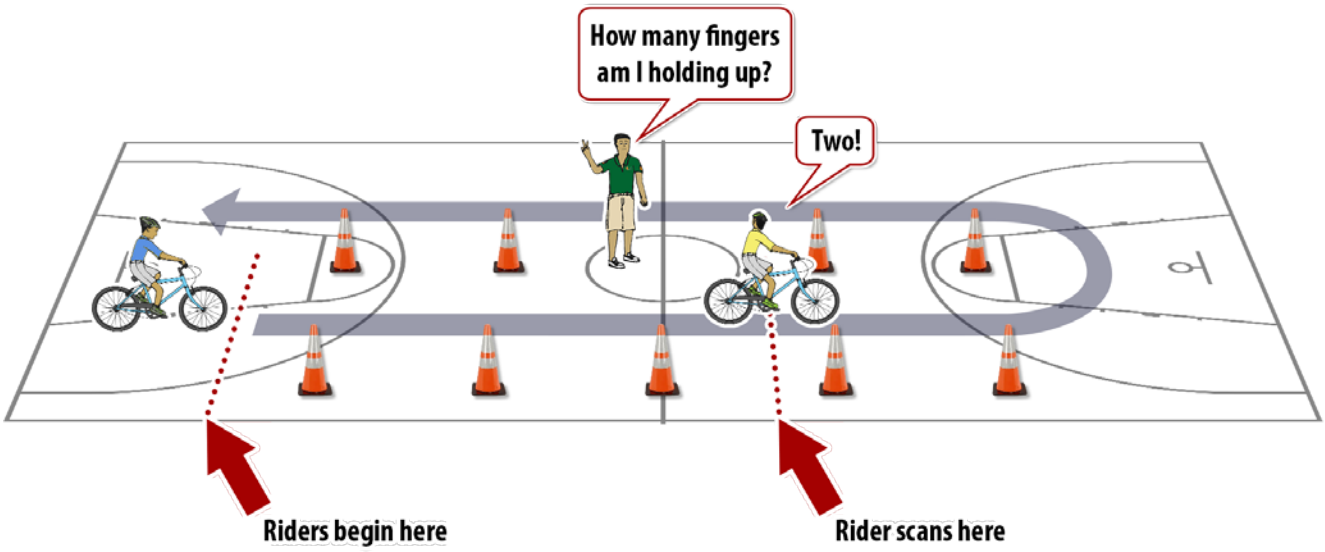
Teacher should demonstrate each portion of this station before the students attempt it!

3) Scanning and Signaling, continued

- Once all the children are comfortable with scanning, explain that they will now be looking back to see how many fingers are being held up, then yelling out the number.

> *This time, after you pass me, you will look back and tell me* ***how many fingers I'm holding up.***
> *Then, you will return your hands to the handlebars, turn, and return to start.*

- Repeat the drill until all children are comfortable with the skill and can maintain a straight line while scanning and calling out.



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

Day 5 Overview

● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

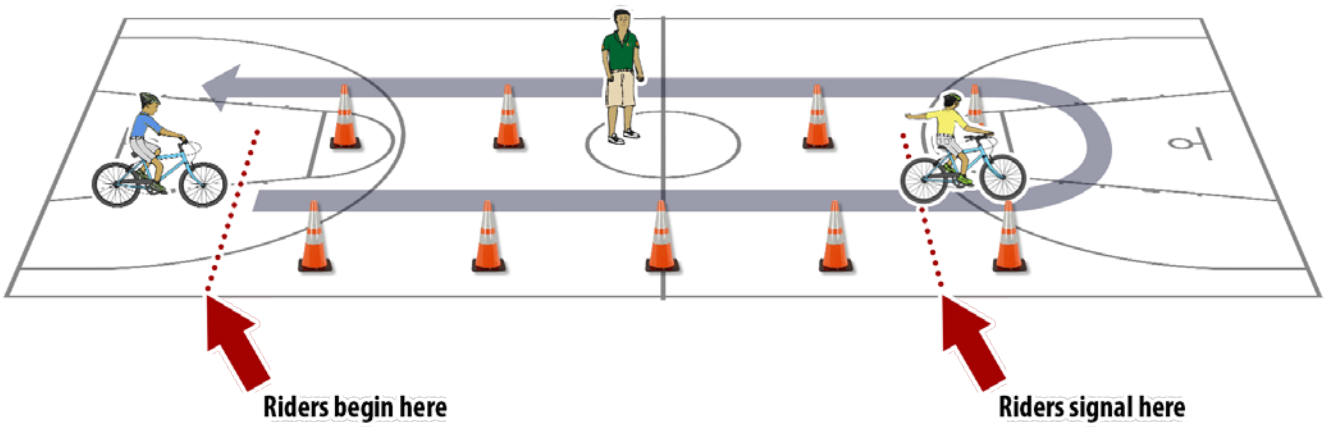
Teacher should demonstrate each portion of this station before the students attempt it!

3) Scanning and Signaling, continued

- Arrange the station with cones or flags as shown in the image below.
- Explain to children that they will be moving through the course to practice signaling before turning.
- Explain the signaling activity that children will now be practicing. For now, children are **NOT** expected to scan before turning.

- *Why is it important to signal while on the bike?*
  - ✓ By signaling we make ourselves more **predictable,** and thus safer.
  - ✓ By signaling we are able to let others know whether we are turning **left, right, slowing down, or stopping**.

- *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 with both hands on the handlebars.***



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

Day 5 Overview

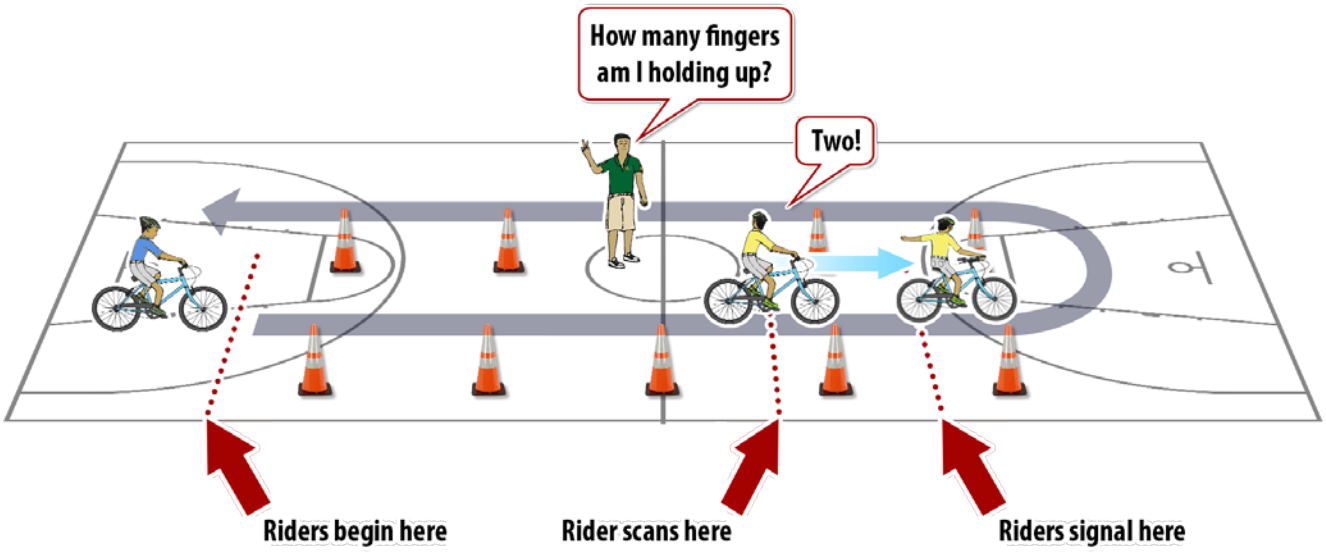
● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

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

3) Scanning and Signaling, continued

- After each child has successfully done the signaling drill many times, have children practice the sequences together, both **scanning behind and calling out the number, then signaling before turning**.

Lastly, we will put it all together and practice ***scanning, calling out, signaling, and then executing the turn.***



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

Day 5 Overview

● Pre-Ride Checklist ● Bike Rodeo: Start and Stop ● Bike Rodeo: Scanning and Signaling ● Neighborhood Bike Ride

4) Neighborhood Bike Ride

This activity provides an opportunity for students to gain **hands-on experience** riding a bicycle in a controlled setting.

Guidelines for Planning a Safe and Effective Neighborhood Ride

- 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 students 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.
- To make it easier to monitor each group, 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.

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

→**Right:** Young bicyclists prepare for a neighborhood ride.

Pre-Ride Safety Scripting

- *It is important that you **take responsibility for yourself** when we ride.*
- *You should ride in a single file line **on the right side** of the road.*
- *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.*
- *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**.*

Supplemental Activity
Video and Discussion

Activity Overview

● "Bike Safe Bike Smart" Video ● Discussion

Learning Targets:

1. Students will be able to describe the importance of using hand signals while cycling.
2. Students will be able to explain some ways of staying visible during times of low visibility.
3. Students will be able to explain proper bicycle location when riding on the street.

Materials:

- A computer and internet connection 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

1) "Bike Safe Bike Smart" Video

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

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…

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 Discussion Questions

(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.

Supplemental Activity
Egg Drop Demonstration

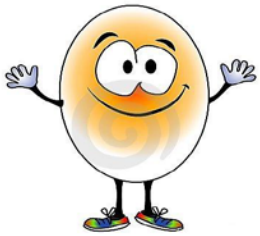
Learning Targets:

1. Students will be able to explain the importance of wearing a helmet.
2. Students will be able to explain how the egg demonstration serves 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

Egg Drop Activity



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.

- Fill a large plastic bag or container with Styrofoam peanuts. Present the container and egg to students
- Explain to them that the egg you have is similar to your brain because of its vulnerability.

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.

- 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 act like a helmet acts when it protects our brains.

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!)

- Drop egg, into Styrofoam, from the height of where the child would be when riding.
- Retrieve egg and inspect it for damage. Comment on the condition of the egg.
- Repeat egg drop. This time, instead of dropping egg into container with Styrofoam, drop egg onto hard pavement.
- Retrieve egg and inspect it for damage.
- Make a connection between the damage done to the egg and potential damage prevented by wearing a helmet.

Supplemental Activity
Identifying Hazards Worksheet

Activity Overview

● Road Hazards Introduction ● Road Hazards Worksheet ● Road Hazards Worksheet Review

Learning Targets:

1. Students will be able to define a hazard.
2. Students will be able to identify hazards that are present when cycling.
3. Students will be able to respond appropriately to potential hazards while riding.

Materials:

- Writing utensils (1 per student)
- "*Identifying Hazards*" Worksheet (**pg. 53**)
- *"Identifying Hazards"* Simple Answer Key (**pg. 54**)
- *"Identifying Hazards"* Detailed Answer Key (**pgs. 55-56**)

1) Road Hazards Introduction

- Explain the concept of "hazards." (Something that poses **potential danger** to a person)
- Have students discuss potential hazards in various situations. Have students name potential hazards to bike riders

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)*

2) Road Hazards Worksheet

- Instruct students to complete the *Identifying Hazards* Worksheet on page 53. There are **13 potential hazards hidden** throughout the worksheet that they will work to find.
- Students should identify the hazards by circling them on the worksheet.
- Give students a 5 minute time limit to complete the worksheet.

3) Road Hazards Worksheet Review

- **Review the hazards** together as a large group. Have students explain how and why each of the 13 items are hazards.

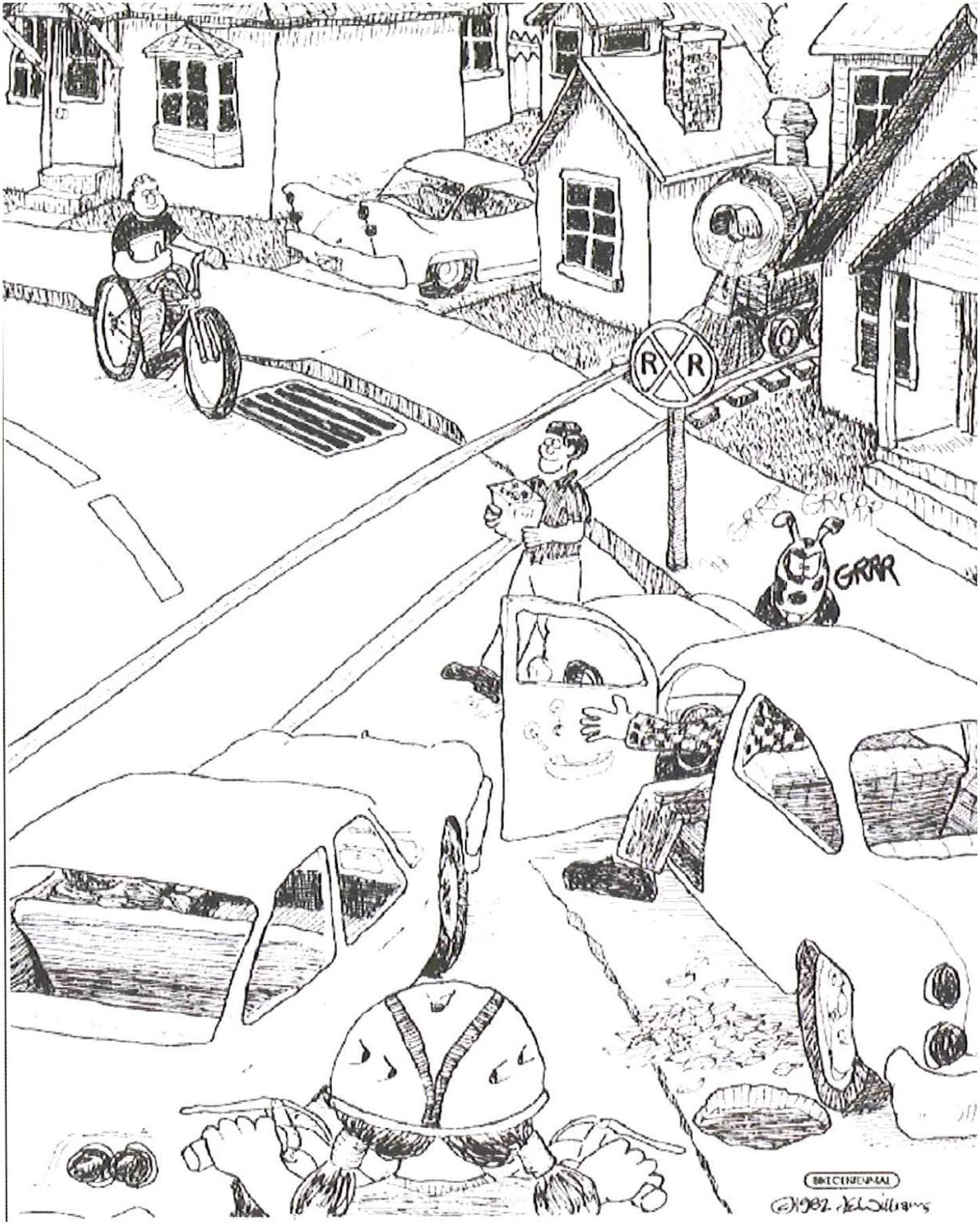
Who can tell me ONE hazard that they found, WHY it is a hazard, and HOW to respond if you were faced with it while riding your bike?

- 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 important to review the detailed answer sheet responses so that your students are aware of *less obvious* dangers and why some of these things might be unexpected dangers.

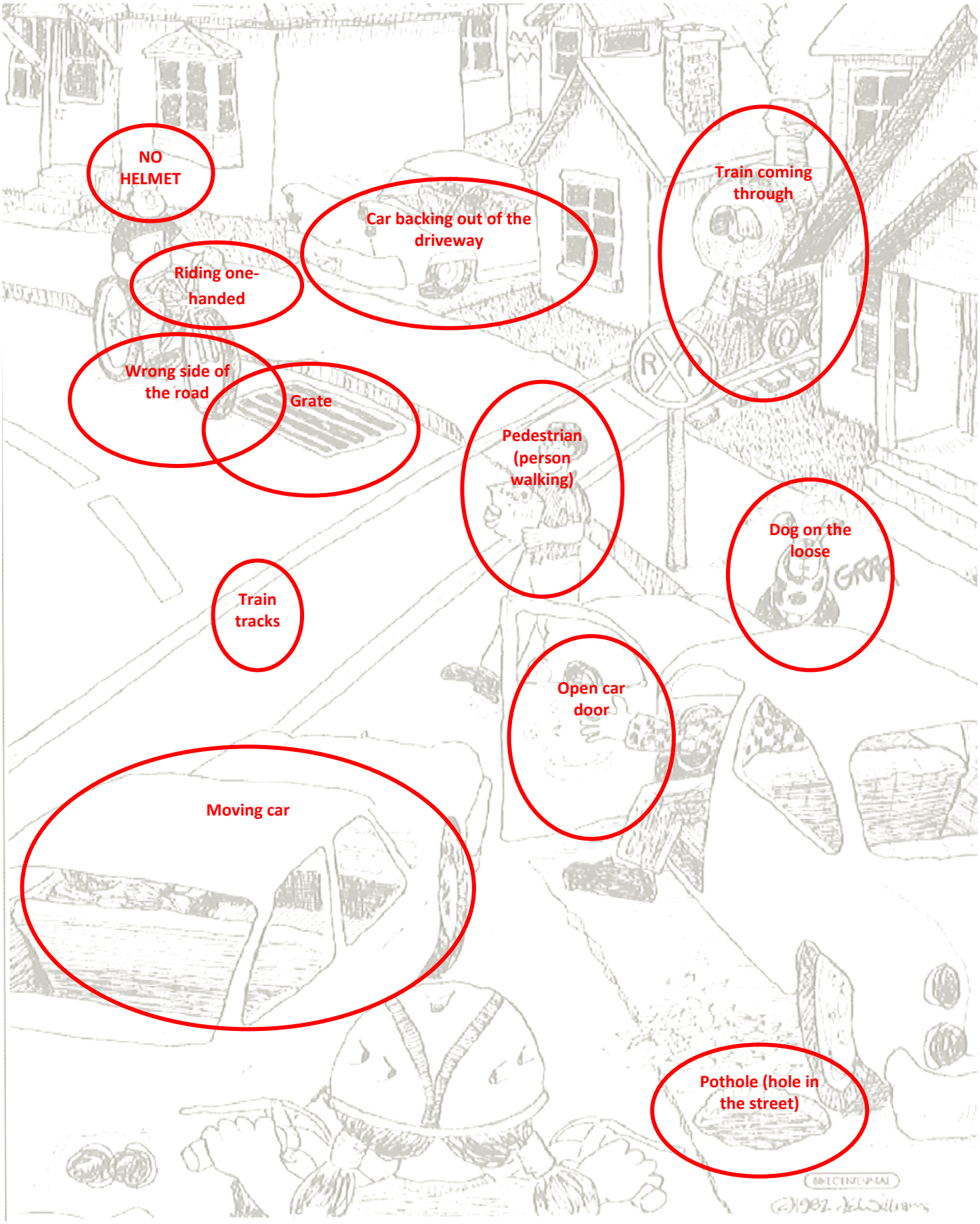
“Identifying Hazards” Worksheet

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

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.

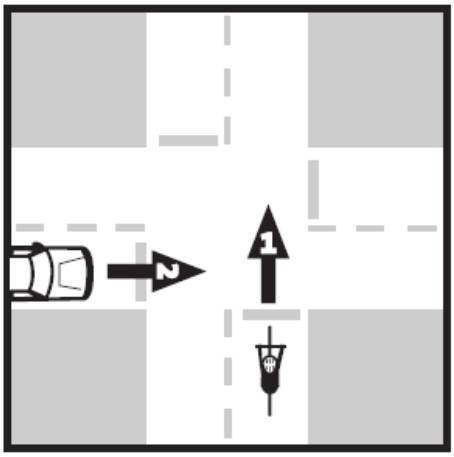
9. Loose dog. If a dog approaches while cycling, yell loudly “No!” or “Go home!” and keep control of your bicycle. If the dog threatens to bite or attack, get off your bicycle, put it between you and the dog, and back away slowly. Do not try to outrun or hit the animal.

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.

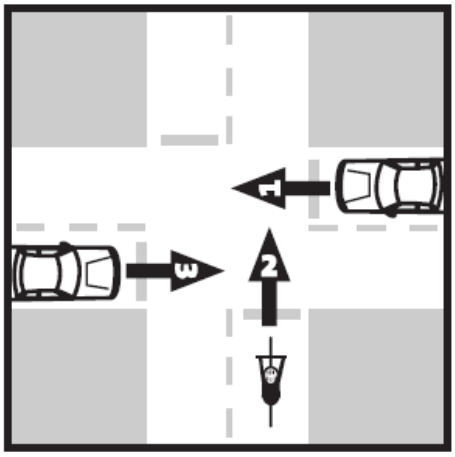
WALK LEFT | RIDE RIGHT
PedBike
Florida’s Pedestrian & Bicycling Safety
RESOURCE CENTER
FUNDED BY FDOT

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



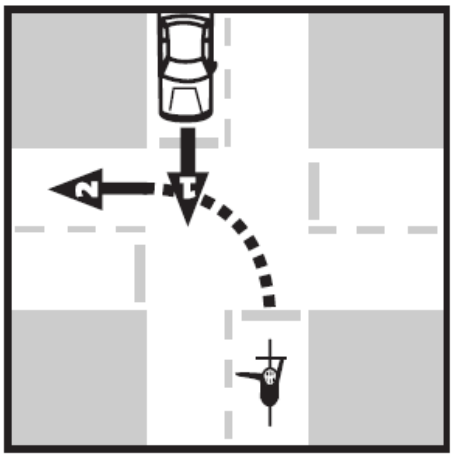
First to stop.

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.

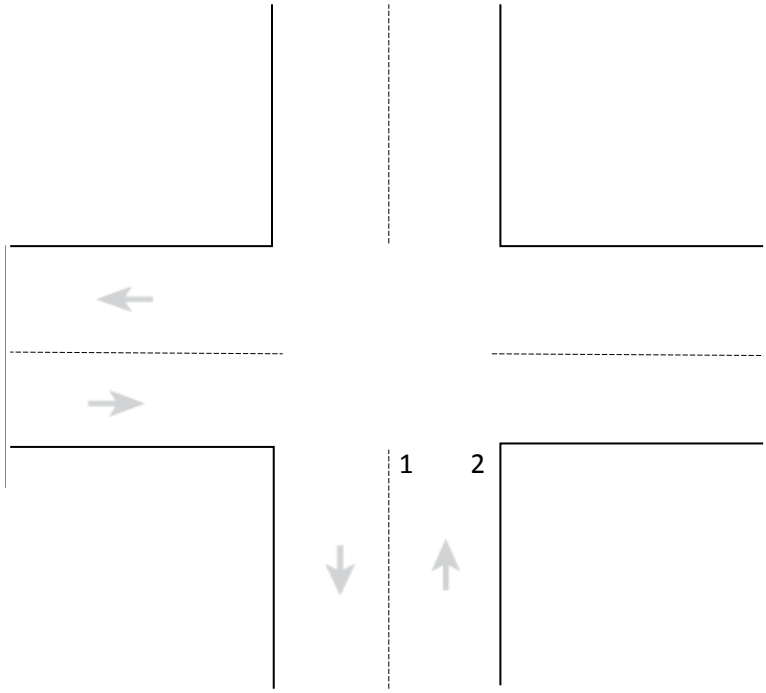
When two people are directly across from each other, and one is going straight and the other is turning left, the one that is going straight goes first.

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.*

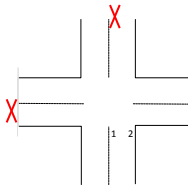
Intersection 1. Straight



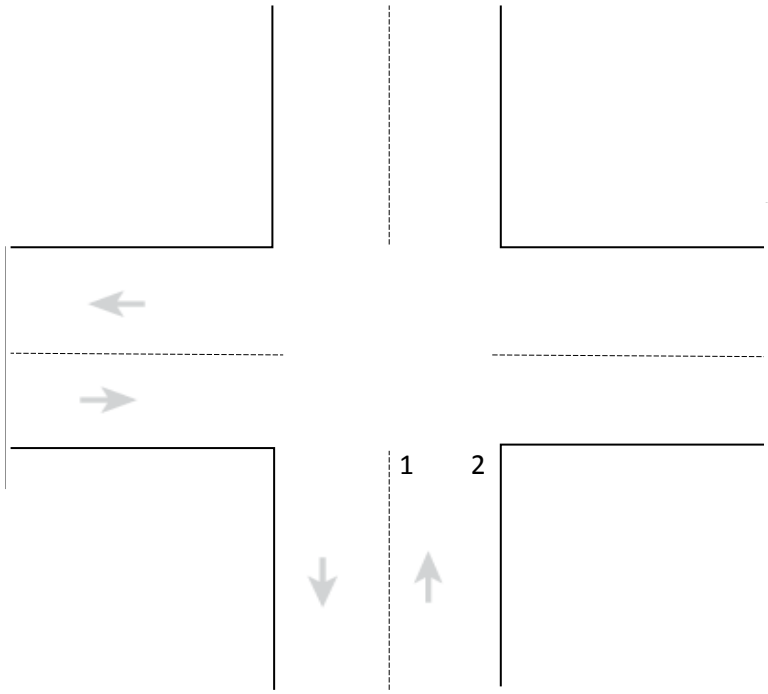
1. Which number in the figure shows the rider is in the correct position to ride **STRAIGHT** through the intersection when they have a green light?

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":



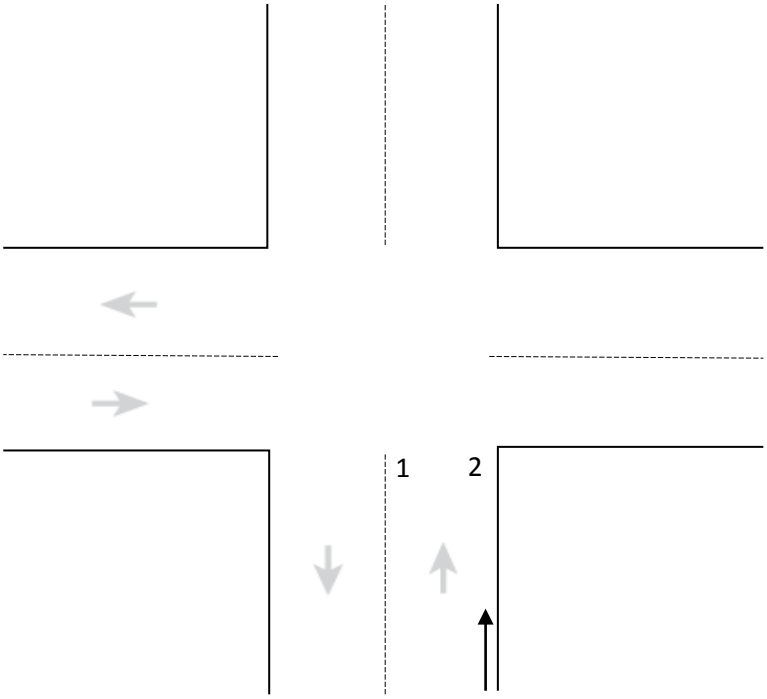
Intersection 2. Right Turn



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

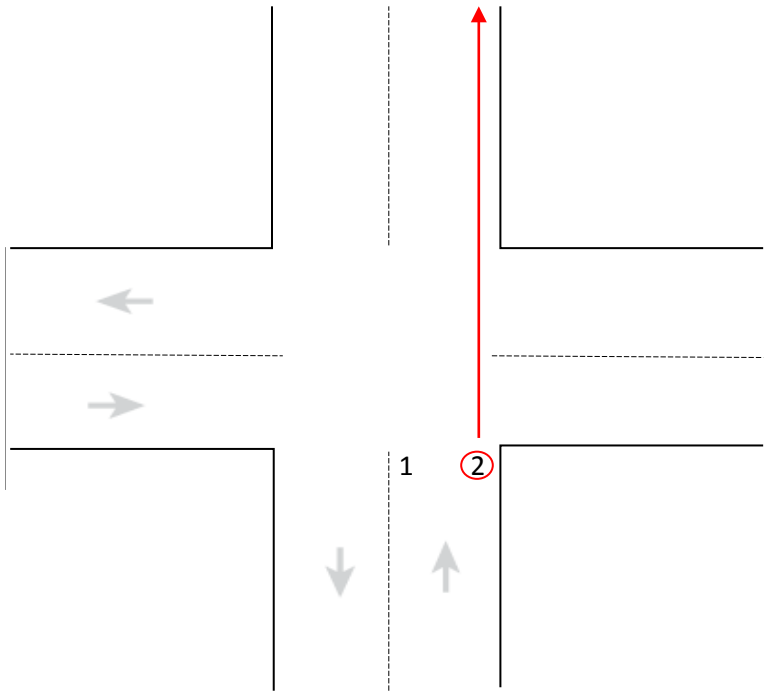


5. Starting from the black arrow at the bottom right of the figure, draw a line showing the path of a rider as they make a **LEFT** turn at the intersection.

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.***

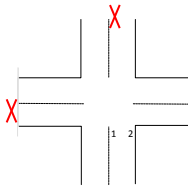
Intersection 1. Straight



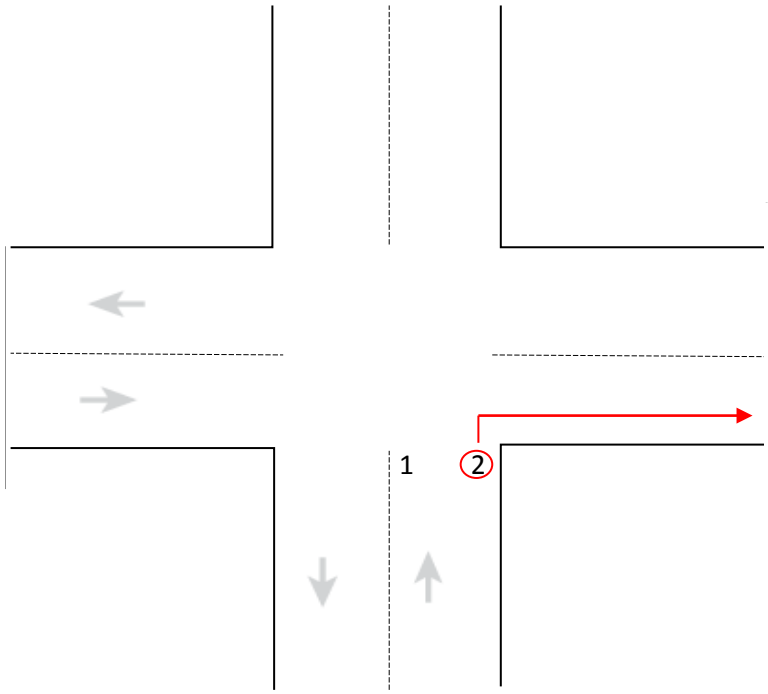
1. Which number in the figure shows the rider is in the correct position to ride **STRAIGHT** through the intersection when they have a green light?

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":



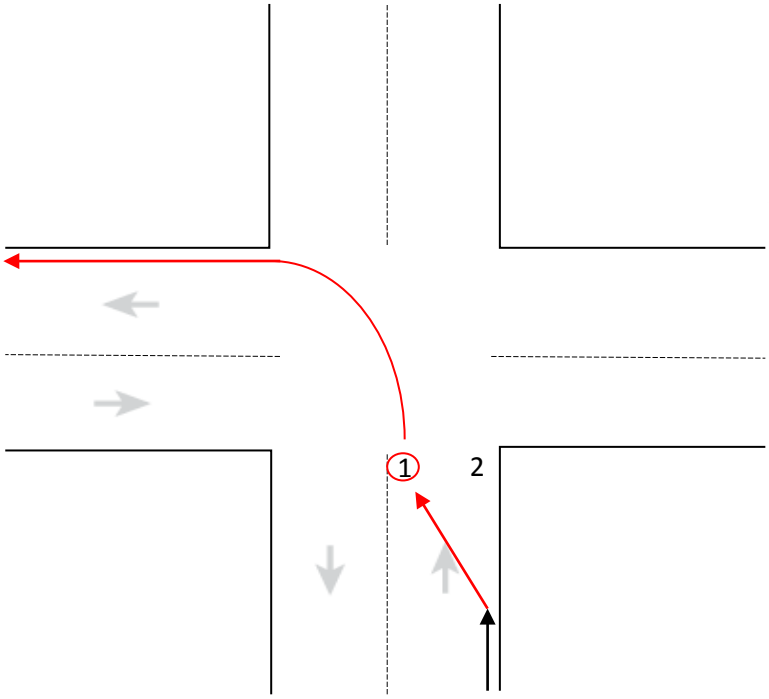
Intersection 2. Right Turn



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!

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!

UHealth UNIVERSITY OF MIAMI HEALTH SYSTEM | UNIVERSITY OF MIAMI MILLER SCHOOL of MEDICINE | KiDZ Neuroscience Center | THE MIAMI PROJECT TO CURE PARALYSIS

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!

UHealth UNIVERSITY OF MIAMI HEALTH SYSTEM | UNIVERSITY OF MIAMI MILLER SCHOOL of MEDICINE | KiD2 Neuroscience Center | THE MIAMI PROJECT TO CURE PARALYSIS

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

BIKESAFE®

WWW.iBIKESAFE.US

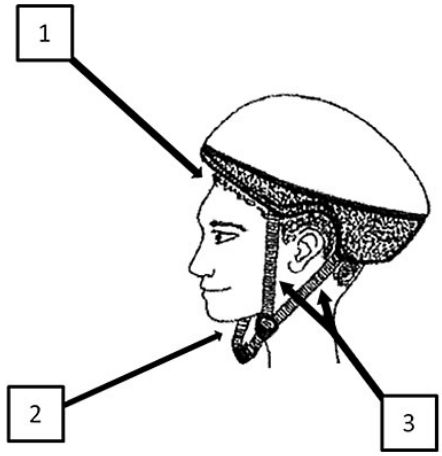
Student ID:

BikeSafe® Knowledge Assessment

This test is designed to examine your bicycle safety knowledge. Read each question carefully and circle **ONE** answer choice.

Helmet Fit and Safety

Figure 1



For questions 1-3, refer to **Figure 1** on the right:

1) How should the helmet fit where **arrow #1** is pointing?

   a. The front of the helmet should touch the eyebrows.
   b. Only two inches of the forehead should be visible.
   c. Only two fingers should fit horizontally between the eyebrows and the helmet.
   d. The front of the helmet should align with the ears.

2) How loose should the chin strap fit (**arrow #2)**?

   a. Only two fingers should fit between the chin and chin strap.
   b. Nothing should be able to fit between the chin and the chin strap.
   c. Your fist should be able to fit between your chin and your chin strap.
   d. There should be two inches of space between the chin and the chin strap.

3) How should the straps (**arrow #3**) fit when you are wearing your helmet?

   a. The helmet should be moved so the "V" straps are behind the ear.
   b. The straps should be adjusted so they form a "V" farther from the ear.
   c. Two fingers should fit between your helmet and your head.
   d. The straps should be adjusted so they form a "V" is just below the earlobe.

4) What is the **most important** reason to wear a helmet when you ride a bicycle?
   a. To protect your brain.
   b. To match your bike.
   c. To keep your hair out of your face.
   d. Because your parents tell you to.

5) According to Florida law, people ____ years of age and younger must wear a helmet while riding a bike.
   a. 21
   b. 18
   c. 100
   d. 16

Student ID:

BikeSafe® Knowledge Assessment

6) What does "ABC Quick Check" stand for?

   a. **A**lways do a **Q**uick **C**heck for **B**ikes and **C**ars while riding your bike.
   b. Perform a **Q**uick **C**heck of **A**ir, **B**rakes, and **C**hain before you ride your bike.
   c. Perform a **Quick** check **A**fter you ride that your **B**rakes are **C**lean.
   d. Check **A**ir, **B**rakes, **C**hain and **Quick** Releases before you ride your bike.

Rules of the Road

7) Collisions between cars and bicycles happen when:

   a. Bicyclists ride opposite the flow of traffic.
   b. Bicyclists leave a driveway or sidewalk and enter the street.
   c. Bicyclists do not obey the rules of the road.
   d. All of the above.

8) When you are about to exit a driveway, what should you do?

   a. Stop at the end of the driveway.
   b. Look both ways before riding into the street.
   c. Watch out for pedestrians on the sidewalk.
   d. You need to do all of these things.

9) What should you do if you're approaching someone that you need to pass?

   a. Pedal as fast as you can to pass them on the right.
   b. Call out ahead, "Passing on your left," and then pass on the left.
   c. Call out ahead, "Watch out!" and pass on either the left or the right side.
   d. Ride off the path to pass them.

10) When riding at night in low light conditions, it is important that you wear _____ and you have a _____ and _____ on your bike.

   a. Warm clothes, flash light, reflectors
   b. Padded clothes, head lamp, bike bell
   c. Reflective/Bright-colored clothing, front head light, rear tail light
   d. Dark colored clothing, cell phone, bike bell

Student ID:

BikeSafe® Knowledge Assessment

11) On what side of the road and in what direction of traffic should cyclists ride their bike?

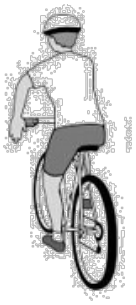
a. Cyclists should always bike on the left side of the road going in the opposite direction as traffic.
b. Cyclists should always bike on the right side of the road going in the same direction as traffic.
c. Cyclists should always bike in the middle of the road going in the opposite direction as traffic.
d. Cyclists should always bike in the middle of the road going in the same direction as traffic.

Signs and Signals

12) This sign means:

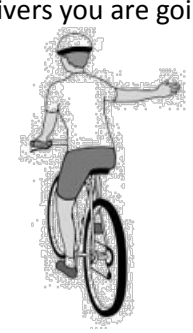
a. Slow down and give the right of way to other road users.
b. Pedestrian Crossing, slow down
c. Maintain speed of other road users
d. Watch out for other cars

13) This hand signal tells drivers you are going to:



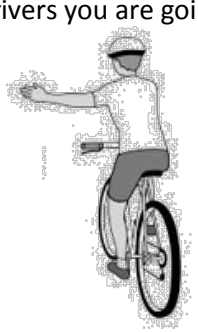
a. Back up
b. Slow down and stop
c. Turn left
d. Go straight

14) This hand signal tells drivers you are going to:



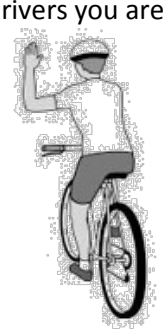
a. Turn left
b. Slow down and stop
c. Go straight
d. Turn right

15) This hand signal tells drivers you are going to:



a. Turn right
b. Turn left
c. Go straight
d. Slow down and stop

16) This hand signal tells drivers you are going to:



a. Turn left
b. Slow down and stop
c. Go straight
d. Turn right

Student ID:

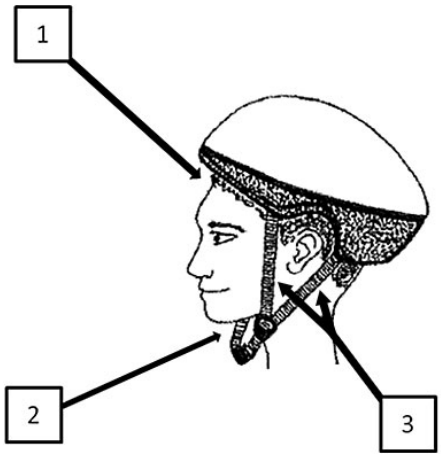
BikeSafe® Knowledge Assessment [Answer Key]

This test is designed to examine your bicycle safety knowledge. Read each question carefully and circle **one** answer choice.

Helmet Fit and Safety

For questions 1-3, refer to **Figure 1** on the right:

Figure 1



1) How should the helmet fit where **arrow #1** is pointing?

   a. The front of the helmet should touch the eyebrows.
   b. Only two inches of the forehead should be visible.
   c. Only two fingers should fit horizontally between the eyebrows and the helmet.
   d. The front of the helmet should align with the ears.

2) How loose should the chin strap fit (**arrow #2**)?

   a. Only two fingers should fit between the chin and chin strap.
   b. Nothing should be able to fit between the chin and the chin strap.
   c. Your fist should be able to fit between your chin and your chin strap.
   d. There should be two inches of space between the chin and the chin strap.

3) How should the straps (**arrow #3**) fit when you are wearing your helmet?

   a. The helmet should be moved so the "V" straps are behind the ear.
   b. The straps should be adjusted so they form a "V" farther from the ear.
   c. The straps should be adjusted so they form a "V" is just below the earlobe
   d. Two fingers should fit between your helmet and your head.

4) What is the **most important** reason to wear a helmet when you ride a bicycle?

   a. To protect your brain.
   b. To match your bike.
   c. To keep your hair out of your face.
   d. Because your parents tell you to.

5) According to Florida law, people ____ years of age and younger must wear a helmet while riding a bike.

   a. 16
   b. 18
   c. 21
   d. 100

Student ID:

BikeSafe® Knowledge Assessment [Answer Key]

6) What does "ABC Quick Check" stand for?

   a. **A**lways do a **Q**uick **C**heck for **B**ikes and **C**ars while riding your bike.
   b. Perform a **Q**uick **C**heck of **A**ir, **B**rakes, and **C**hain before you ride your bike.
   c. Perform a **Quick** check **A**fter you ride that your **B**rakes are **C**lean.
   d. Check **A**ir, **B**rakes, **C**hain and **Quick** Releases before you ride your bike.

Rules of the Road

7) Collisions between cars and bicycles happen when:

   a. Bicyclists ride opposite the flow of traffic.
   b. Bicyclists leave a driveway or sidewalk and enter the street.
   c. Bicyclists do not obey the rules of the road.
   d. All of the above.

8) When you are about to exit a driveway, what should you do?

   a. Stop at the end of the driveway.
   b. Look both ways before riding into the street.
   c. Watch out for pedestrians on the sidewalk.
   d. You need to do all of these things.

9) What should you do if you're approaching someone that you need to pass?

   a. Pedal as fast as you can to pass them on the right.
   b. Call out ahead, "Passing on your left," and then pass on the left.
   c. Call out ahead, "Watch out!" and pass on either the left or the right side.
   d. Ride off the path to pass them.

10) When riding at night in low light conditions, it is important that you wear _____ and you have a _____ and _____ on your bike.

   a. Warm clothes, flash light, reflectors
   b. Padded clothes, head lamp, bike bell
   c. Reflective/Bright-colored clothing, front head light, rear tail light
   d. Dark colored clothing, cell phone, bike bell

Student ID:

BikeSafe® Knowledge Assessment [Answer Key]

11) On what side of the road and in what direction of traffic should cyclists ride their bike?

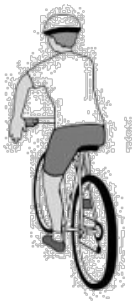
a. Cyclists should always bike on the left side of the road going in the opposite direction as traffic.
b. Cyclists should always bike on the right side of the road going in the same direction as traffic.
c. Cyclists should always bike in the middle of the road going in the opposite direction as traffic.
d. Cyclists should always bike in the middle of the road going in the same direction as traffic.

Signs and Signals

12) This sign means:

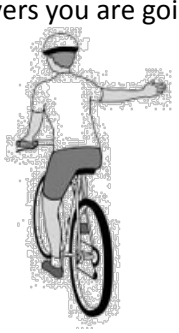
a. Maintain speed of other road users
b. Pedestrian Crossing, slow down
c. Slow down and give the right of way to other road users.
d. Watch out for other cars

13) This hand signal tells drivers you are going to:



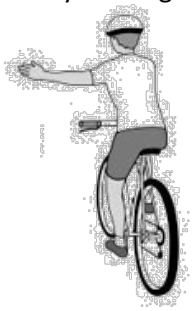
a. Back up
b. Slow down and stop
c. Turn left
d. Go straight

14) This hand signal tells drivers you are going to:



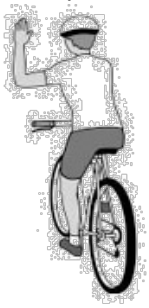
a. Turn left
b. Slow down and stop
c. Go straight
d. Turn right

15) This hand signal tells drivers you are going to:



a. Turn right
b. Turn left
c. Go straight
d. Slow down and stop

16) This hand signal tells drivers you are going to:



a. Turn left
b. Slow down and stop
c. Go straight
d. Turn right