

Bicycle Safety

Instructor's Guide

ENGLISH AS A SECOND LANGUAGE



Bicycle Safety

Objectives:

By the end of the bicycle safety lessons, the student will be able to:

Bicycle Safety	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> ● Discuss and review reasons for biking and associated risks. ● Describe key bicycle safety practices for children, teenagers, and adults. ● Identify proper bicycle safety equipment. ● Identify road hazards for bicyclists. ● Discuss how a bicyclist's behavior can cause or prevent crashes. ● Create bicycle safety rules for children and family members. 	<ul style="list-style-type: none"> ● Use present continuous aspect. ● Use simple present tense and commands, both positive and negative. ● Ask and respond to simple yes/no and wh-questions, both positive and negative. ● Use the modals should and must, and the construction have to, to express obligation. ● Use the past tense of high-frequency verbs.

Time: 4 hours [This time can be divided among several class sessions. The time allotment is approximate and depends upon instructional choices and students' proficiency levels.]

Materials and Preparation:

- A color copy of the **Bicycle Safety Student Handbook** for each student.
- A bicycle, with a headlight, flashing red light(s), reflector(s), and a helmet are optional but recommended so students can visualize the equipment.
- Poster board or flipchart paper.
- Large black permanent markers.



Bicycle Safety Instructor's Guide

- **Additional items:** This includes items from home, borrowed, or purchased from bicycle shops, hardware stores, Army/Navy stores, etc. Most items are inexpensive and can be reused in future classes. Having the items to show students will make the content much more accessible to them. Items to bring to class include:
 - ◆ a helmet (recommended)
 - ◆ examples of bright and fluorescent clothing (and a piece of dark clothing for the sake of comparison)
 - ◆ reflective vest
 - ◆ white front light
 - ◆ red rear light
 - ◆ flashing red clip-on light
 - ◆ reflective arm band
 - ◆ reflective stickers or tape

Key Vocabulary:

bike/bicycle/bicyclist/bicycling behavior brakes bright crash dangers fit (bicycle or helmet) red light/red reflector grate handlebars	headlight (white) helmet injured injury parked pedals pothole protect reflective reflector	responsible safety equipment seat tires traffic transportation vehicle visible
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Introduction:

This curriculum module, *Bicycle Safety*, is the second of a two-part series designed for the adult English language learner at the high beginning and low intermediate levels. The first module is entitled *Pedestrian Safety*. Each module has an Instructor's Guide and a Student Handbook.

Immigrants, particularly Hispanic/Latino immigrants, are disproportionately affected by pedestrian and bicycle crashes in the United States. This curriculum series presents key safety concepts as it tells the stories of a pedestrian- motor vehicle crash, a second motor vehicle crash caused by a teenage bicyclist, and the consequences of these crashes in the lives of two families.

Resources:

This Instructor Guide has been designed to support the instructor in presenting content that may be unfamiliar. It is recommended that the instructor read about the topics of bicycle safety to ensure that correct information is being given to students. For additional information, see the following resources:

- National Highway Traffic Safety Administration: www.nhtsa.gov. Search on *bicycle*.
- Pedestrian and Bicycle Information Center: www.bicyclinginfo.org
- National Center for Safe Routes to School: www.saferoutesinfo.org

Instruction:

Bicycle Safety builds upon and reviews the concepts and vocabulary that were introduced in the *Pedestrian Safety* curriculum module. It also continues the story line about a pedestrian-motor vehicle crash that began in that module. As such, it is best to teach *Bicycle Safety* **after** *Pedestrian Safety* has been taught. If that is not possible in your class, you may need to spend more time than is allotted here to review the key concepts of visibility, safety behavior, and road signs and signals that are introduced in the previous module.

If you have not taught *Pedestrian Safety*, you will also need to tell students the story of the crash involving Carlos Lorenzo (the driver) and Carmen Ruiz (the pedestrian). You will need to tell them that Nati Ruiz (Carmen's mother) has decided, in the wake of Carmen's crash that she and her family need to behave differently in order to be safer in and around traffic. Even if you have taught *Pedestrian Safety*, it will be worthwhile to review the story line with students. Remind them that David Lorenzo, Carlos's son, was in the car when Carlos struck Carmen. Carlos will be an important character in this module. Police Officer Oveda also reappears in this module.

It is important that the teacher emphasize the main safety messages throughout this module. They are the most important elements of this curriculum. For a consolidated list of this module's safety messages, see the Review list on **page 27** of this Instructor's Guide.



Bicycle Safety Instructor's Guide

Listening Segments:

- Bicycle Safety contains one recorded listening segment (**Listening #2: Activity 5**).
- See **page 14** of the **Instructor's Guide** for the written dialogue that the students will listen to in the listening segments of this curriculum.

Notes to Instructor:

- The National Highway Traffic Safety Administration encourages the instructor to use the word “crash” in lieu of “accident” when teaching the bicycle safety module. The term *accident* could be understood to infer that the incident could not be prevented; many crashes can be avoided. Nonetheless, many students may know the word *accident*, and it is more commonly used. Therefore, it is wise to introduce both terms and then use the word *crash* most frequently. Throughout the use of these modules, emphasize the fact that many crashes can be prevented if traffic safety behaviors are learned and used by pedestrians, bicyclists, and motorists.
- In the context of this module, the word *bike* will be used interchangeably with the word *bicycle* and the words *bicyclist* and *cyclist* will refer interchangeably to the person who rides the bicycle.
- NHTSA also uses the term *vehicle*. The students are likely to be more familiar with the terms *car*, *truck*, *bus*, etc. Introduce *vehicle* as the more general term that encompasses all these things.
- It is advisable to bring in examples of clothing items that are fluorescent and those that are merely bright. Most discussion of these items took place in the Pedestrian Safety module, but the safety message is equally important for Bicycle Safety. You may wish to review the names of the items or have them on hand for role plays. During your discussion of these items, show these examples and contrast them with dark clothing to make the distinctions clear.
- Emphasize the fact that bright clothing may be acceptably visible during the day, but at night bicyclists should:
 - ◆ Wear reflective clothing or items like reflective dots or strips;
 - ◆ Apply and use a flashing red clip-on light or reflector on a backpack, and a red light or reflector on the bicycle; and
 - ◆ Use a white front light on the bicycle, as required by law.
- Make sure students understand that white clothing is not more visible to a motorist at night, dusk, dawn, or in inclement weather.
- If you are not able to bring in the items, use the pictures of the items in the Student Handbook to introduce the vocabulary.
- Please note that **it is important to provide students with color copies of the Student Handbook**, since several of the safety messages refer to the color of clothing, traffic signals, and other items depicted in the photos.



Activity 1: Who Rides a Bicycle?

Introduction and Warm-up

1. Tell students to look at the picture on the cover page of their Student Handbook. Ask:

What is he doing? (He is biking.)
Where is he? (He is outside, on the road.)
What is he wearing? (He is wearing a helmet, jeans, a T-shirt.)

As you elicit students' answers, write He is biking and helmet on the board.

2. Ask students:


Do you bike (bicycle)?
Why do you bike? (what reasons?)
Did you bike in your country?
Why did you bike in your country? (what reasons?)
Do you know anyone who bikes or wants to bike?

Attempt to elicit students' reasons for biking. Elicit or suggest at least the following reasons for biking and write them on the board:

We bike...
because it's healthy.
for transportation.
because it's fun.
because it's cheap.
because it's good for the environment (the earth).

Students may have other reasons as well. Encourage as much discussion as possible about students' reasons for biking and where they bike. Find out if their biking habits or behaviors (or what they have observed of others' biking habits or behaviors) are different here in the United States than they were in their countries and if so, why?

Notes to Instructor: Ask students to point out why bicycling is cheap (you do not have to pay for gas, you do not have to buy a car, etc.).



Bicycle Safety
Student Handbook

Activity 1: Who Rides a Bicycle?

Instructions: Ask your classmate yes/no questions. Find someone who does each of the activities listed below. If your classmate answers, Yes, I do, write his or her name in the blank. If your classmate answers, No, I don't, ask somebody else.

Example:
 Find someone who... ..bikes for fun.
 Question: *Do you bike for fun?*
 Answer: *Yes, I do. OR No, I don't.*

Find someone who...	Classmate's Name
1. ...bikes for health	_____
2. ...bikes for transportation	_____
3. ...bikes to protect the environment	_____
4. ...bikes because it's cheap	_____
5. ...bikes for fun	_____
6. ...thinks biking is dangerous	_____
7. ...has an old bike	_____
8. ...bikes with children	_____
9. ...wears a bike helmet	_____
10. ...doesn't bike	_____

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Bicycle Safety Instructor's Guide

It is possible that some students do not bike at all. Try to engage these students as well by asking if they ever biked in their past, if they know people who bike, if their children bike, if they have opinions about bicycling, etc.

3. Now, ask students to open to Activity 1 in **Student Handbook, page 2**. Ask them to read the instructions and the examples. Explain the instructions to students, modeling the examples with a student volunteer. Write the example questions and answers on the board and practice their pronunciation as a class.

Notes to Instructor: Students sometimes have difficulty changing the *Find someone who...* statements into *yes/no* questions. If necessary, go through each item with students before the activity and have them tell you what question they would ask for each. This will prepare them for the communicative part of the activity.

Also, remind students that they should not show others their papers and allow them to just read the questions, because the purpose is to practice speaking. They should write a classmate's name only if he or she responds "Yes" to a question. Remind students how to ask the following questions, and write them on the board:

What is your name?

How do you spell that?

I'm sorry. Could you repeat that, please?

4. Ask students to stand up and walk around the room, asking their classmates the questions on the sheet. Encourage them to ask a different classmate each time, instead of staying with just one person. Circulate among students to assist and give feedback. Make sure they are following the instructions and speaking in English.
5. When they are finished, bring the class back together. Follow up on the activity by polling students to find out who in the class answered affirmatively to each question. Ask simple follow-up questions to encourage students to say more about their preferences. Finally, work with students to draw some conclusions about class bicycling habits. Write the conclusions on the board. For example:

In our class, most people bike for transportation.

In our class, some people bike for fun.


In our class, most people do not bike.



Activity 2: A Safe Bicycle

Vocabulary Introduction and Identification

Notes to Instructor: It is best to have an actual bike and bike helmet in the room for reference. If you are not able to bring a bike, it may be useful to enlarge the photograph of the bike or make a simple drawing of a bike on the board to refer to.


 Bicycle Safety Student Handbook


Activity 2: A Safe Bicycle

Instructions: Look at the picture of the bicycle below. Write the names of the numbered items in the blanks. Choose from the words in the box.

pedals	headlight	rear light
reflector	brakes	seat
handlebars	tires	chain

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



 3

1. Ask students to open to the pictures in **Activity 2 in Student Handbook, page 3**. Write bike and bicycle on the board and point out that the two words mean the same thing.
2. Ask students to get into pairs. They should work together to label the parts of the bicycle with the words in the box in **Student Handbook, page 3**. Some of the words they will know, others they will probably not know. Before they begin, model the activity with the word seat. Label the seat in the photo.
3. As pairs work, circulate among students to assist. Try to help them guess the meanings of the words through the process of elimination.
4. When students have finished as much as they can, bring the class back together. Review the answers as a class, using the real bike or the drawing on the board to discuss the words. Write the vocabulary on the board, and practice the pronunciation as a class.
5. Ask students why a helmet, a headlight, and a red light or red reflector in the back of the bike are important for safety.
6. Finish by practicing the pronunciation of the words. Point out that safety equipment is necessary for all bicyclists--adults and children. This point will lead into the next activity about safe bicyclist behavior.

Notes to Instructor: Not all the parts of a bike are covered. If you wish to expand upon this lesson, refer to **Activity 8, the Take-Home Action Task #2 on page 26** of this Instructor's Guide that describes a Web quest activity that expands this lesson. If students have access to computers in class, at home, or at the public library, consider using that activity at this point in the curriculum or later for review.



Bicycle Safety Instructor's Guide

For an active warm-up in a subsequent class session, put post-it notes with numbers on each part of the real bicycle in the classroom. Have students compete in pairs to quickly write down all the names of the parts and safety equipment on a numbered piece of paper.

Activity 3: Bicycle Safety

Reading

1. As a pre-reading activity, ask students to remind you about the continuing story of the pedestrian crash that they read about in Pedestrian Safety. Ask them to remind you of the characters' names and their situations, and write them on the board. Remind students that Nati Ruiz has decided to encourage her family to practice safe behaviors when in traffic and near roads.

Here are the characters and their situations at this time:

- Carmen Ruiz:** 13 years old. Carlos Lorenzo hit her with his car. Injured; still in the hospital.
- Carlos Lorenzo:** Hit Carmen Ruiz. At the time of the crash, Carlos was on his way home from a party where he had been drinking. His 14-year-old son, David, was in the car with him.
- Nati Ruiz:** Carmen's mother. Decided to change her family's behavior (as bicyclists and pedestrians) when they are in or around traffic so they are safer.
- Samuel Ruiz:** Carmen's 9-year-old brother.
- Officer Oveda:** Police officer at the scene of the crash.

Activity 3a

1. Ask students to turn to **Activity 3a** in **Student Handbook**, page 4 and look at the picture. Ask them to identify the characters in the picture (Nati and Samuel).

Question: What is Nati doing?

Answer: She is *fitting* a helmet on Samuel.



Bicycle Safety
Student Handbook

Activity 3: Bicycle Safety

Activity 3a

Instructions: Look at picture of Nati and Samuel, her son. What is Nati doing?





Bicycle Safety Instructor's Guide



Bicycle Safety
Student Handbook

Activity 3b

A bicycle helmet is the most important piece of bicycle safety equipment. The helmet protects your head and your brain from serious injury if you are in a crash. Make sure your helmet fits well. Look at the pictures and follow the step by step instruction provided below.

Instructions: Review with your instructor how to properly fit a bicycle helmet.



For a copy of the entire brochure on Easy Steps for Fitting a Bicycle Helmet, see:
<http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/EasyStepsWeb/images/EasyStepsEngColor.pdf>.



2. Write the answer on the board and practice the pronunciation of fitting.

Activity 3b

1. Ask students to turn to **Activity 3b, Student Handbook, page 5**.
2. Emphasize the fact that wearing a helmet is very important to protect the head and brain from serious injury.
3. The helmet can do its job, however, only if it fits and is worn properly. Tell and show students that the bicycle helmet should sit level on the head and low on the forehead — one or two finger widths above the eyebrow (see illustration on the right).
4. If at all possible, bring in your own well-fitted bicycle helmet to illustrate this. If this is not possible, then point out that bicycle helmets should be purchased with the help of someone who knows the proper way to fit helmets. See **Activity 8, Take-Home Action Tasks on page 26** of this Instructor's Guide for more information on how to fit a helmet.



Notes to Instructor: Students are provided a step-by-step pictorial on fitting a bicycle helmet. See adjacent page. A copy of the entire brochure in both English and Spanish is included in the Appendix of this curriculum.

Purchase of Helmets: Helmets can be purchased at stores such as Wal-Mart, Kmart, Target, toy stores, etc., not just bicycle shops. The problem is that the employees at many of these stores other than bicycle shops often do not know how to fit a helmet properly. When you purchase a helmet, you should be provided instruction on how to fit the helmet. In class, emphasize the need for proper helmet fit and the importance of wearing a helmet every time an adult or a child rides a bicycle. For additional information on the importance of helmets or where to purchase them, ask your local hospital or clinic, contact: SafeKids USA at (www.usa.safekids.org) for the coalition nearest you.



Bicycle Safety Instructor's Guide



Activity 3c

Instructions: Read the bicycle safety information that Officer Oveda gave to Nati.

Bicycle Safety Rules for the Family



Follow these rules when you ride your bicycle:

- Always wear a bicycle helmet—every time you ride.
- Ride on the right, in the same direction as other vehicles. The bicycle is a vehicle. Bicyclists and drivers follow the same rules of the road.
- Ride a bicycle that fits you and has working parts.
- Always ride with at least one hand on the handlebars.
- Obey all traffic laws, signs, and signals.
- Be visible. Wear bright clothing and reflective materials.
- If you have to ride at night, you must have a white headlight in the front and red lights or reflectors on the back of your bike.
- Always pay attention to traffic. Never use headphones or talk on a cell phone while you bike.



Activity 3d

Instructions: Draw a line between each word in the first column and similar words or phrases in the second column.

Example: laws	protection for the head and brain
vehicle	the right size
visible	rules
helmet	car, truck, motorcycle, bicycle
fit	something that is not safe (holes in the road, wet leaves)
dangerous	you can see it easily

Activity 3e

Instructions: Ask and answer these questions with a partner.

1. Why should you always wear a bicycle helmet?
2. Should bicyclists ride facing traffic or in the same direction as traffic? Why?
3. How can you be more visible to cars and other traffic?
4. Riding a bike at night can be dangerous. Why?
5. What can you do to make bicycling at night less dangerous?



Activity 3c

1. Tell students that Nati wants to make sure Samuel is safe when he rides his bicycle. She asked Officer Oveda to give her some information about bicycle safety.
2. Ask them to turn to **Activity 3c** in **Student Handbook, page 6** and read the pamphlet that Officer Oveda gave her.

Activity 3d

1. After students read the pamphlet, ask them to get into pairs. Ask them to work through **Activity 3d** in **Student Handbook, page 7**.
2. Review the answers with students and practice the pronunciation of the new words.

Activity 3e

1. Repeat this process for **Activity 3e** in **Student Handbook, page 7**. Review answers.
2. After you have reviewed the answers to the last activity, refer students back to the picture of Nati and Samuel in the **Student Handbook, page 4**. Point out that if Samuel and Nati follow Officer Oveda's rules, they will be safer when riding their bicycles.



Activity 4: Dangers in the Road

Vocabulary Presentation and Identification

1. Mention to students that Samuel also needs to watch out for dangers when he rides his bicycle. Write the word danger on the board and practice the pronunciation as a class.
2. Tell students they are going to identify a few bicycle dangers. Ask them to open to **Activity 4 in Student Handbook, page 8**. They should work with a partner to write in the blanks the names of the dangers they see.
3. After they are finished, review the answers as a class. Write the names of the dangers on the board and practice their pronunciation. Then, ask students to name other bicycle dangers they can think of.

Question: What other dangers do you look for when you ride a bike?

Elicit students' ideas and write these also on the board. Students can copy them into the box at the bottom of the page.

Answers: When this review and discussion are finished, your lists should look something like the chart on the next page.

Activity 4: Dangers in the Road

When bicycling, look for dangers in the road and go around them.

Instructions: What dangers for bicycles do you see in the pictures? Work with a group or partner and write them in the spaces below. Can you think of other dangers in the road for bicycles?

A. _____

B. _____

C. _____

D. _____

Other Dangers in the Road

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Bicycle Safety Instructor's Guide

Dangers in the Pictures

- storm grate
- wet leaves
- pothole (uneven road)
- parked cars (door opening suddenly or car pulls out or backs without looking)

Other Dangers

- dogs
- railroad tracks
- items in the road (traffic cones, boxes)
- broken glass
- rocks, gravel, or sand
- driveways
- puddles
- speed bumps
- construction
- ice
- children
- fast moving vehicles (high speed traffic)
- roads without street lights



Activity 5: Another Crash

Listening, Speaking, and Writing

1. You have been discussing dangers for bicyclists in this module. Ask students if they know anybody who has been hurt in a bicycle crash. If so, ask the following:

Questions: *What happened?*
What kind of injury did they have?
Did they change their behavior after the crash?

Answer: Point out that thousands of people are hurt and killed in pedestrian and bicycle crashes with motor vehicles every year. The class has been following the story of one victim, Carmen Ruiz. Carmen is lucky--she was only injured.

Notes to Instructor: If students themselves, or their friends or family members, have been seriously hurt or injured in a bicycle crash, this may be a sensitive topic. As with all sensitive topics, students may become uncomfortable. If this occurs, shorten the discussion and move on within the activity.

2. Tell students they are going to learn about another motor vehicle crash. This time, a bicyclist is involved. Ask students the following questions to jog their memories of the characters introduced in the Pedestrian Safety curriculum module:

Question: What was the name of the driver who hit Carmen Ruiz?

Answer: Carlos Lorenzo

Question: Who was in the car with him?

Answer: his son, David Lorenzo

Question: How old is David?

Answer: 14 years old

Question: What is the name of the police officer who talked to Carlos after the crash?

Answer: Officer Oveda



Bicycle Safety Instructor's Guide



Bicycle Safety
Student Handbook

Activity 5: A Bicycle Crash

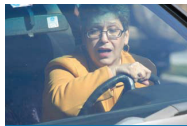
David is Carlos Lorenzo's son. He rides his bike everywhere. Unfortunately, he does not always ride his bike safely. Unsafe riding puts David at risk for a crash.

Activity 5a

Instructions: Look at the four pictures below and on the next page. Discuss the questions with a partner.



1 What is David doing wrong?



2 What does she see?
What does she do?

9



3 What happened?
Why did it happen?



4 What do you think
Officer Oveda is saying
to David?

10

Tell students that David Lorenzo rides his bicycle a lot, and sometimes he doesn't ride safely. Unsafe riding puts David at risk for a crash.

Activity 5a

1. Ask students to open to **Activity 5a** in **Student Handbook, page 9** and take a few minutes to look at the pictures.
2. As a pre-listening activity, ask students to get into groups and discuss the questions next to the photos. After they are finished, discuss their ideas as a class. Encourage them to defend their opinions or ideas.
3. Ask students to close their books and listen once to the audio **Listening #2**, the conversation between Officer Oveda and David Lorenzo.

Officer Oveda: Hey! Are you OK?

David: Yes. I think so.

Officer Oveda: Well, you're lucky that you're not hurt. What's your name?

David: David Lorenzo.

Officer Oveda: Listen, David. You were riding on the wrong side of the road. The driver almost hit you.

David: I was just riding home from school.

Officer Oveda: You must ride your bike in the same direction as traffic. You are a vehicle, just like a car. You must follow all the same rules as cars.

David: Oh, I'm sorry. I didn't know.

Officer Oveda: It's a good thing you were wearing your helmet. Bike crashes can cause head injuries. Bike helmets protect your head and brain!

David: I've never fallen before.

Officer Oveda: Well, even good riders fall. Sometimes drivers don't see you. Wear bright clothing and always look out for vehicles. You need to be responsible for your own safety. Follow the rules of the road.



Bicycle Safety Instructor's Guide



Bicycle Safety
Student Handbook

Activity 5b

Instructions: Listen to Officer Oveda and David's conversation after the crash. Then, read along as you listen again. Practice the dialogue with a partner.

Officer Oveda: Hey! Are you OK?
David: Yes, I think so.
Officer Oveda: Well, you're lucky that you're not hurt. What's your name?
David: David Lorenzo.
Officer Oveda: Listen, David. You were riding on the wrong side of the road. The driver almost hit you.
David: I was just riding home from school.
Officer Oveda: You must ride your bike in the same direction as traffic. You are a vehicle, just like a car. You must follow all the same rules as cars.
David: Oh, I'm sorry. I didn't know.
Officer Oveda: It's a good thing you were wearing your helmet. Bike crashes can cause head injuries. Bike helmets protect your head and brain!
David: I've never fallen before.
Officer Oveda: Well, even good riders fall. Sometimes drivers don't see you. Wear bright clothing and always look out for vehicles. You need to be responsible for your own safety. Follow the rules of the road.



Activity 5c

Instructions: Write the past tense of the verbs below:

wear _____ ride _____
leave _____ cause _____

Activity 5d

Instructions: Look at the pictures on pages 9 and 10 again. What did David do wrong? Talk with your partners about the mistakes that David made. Use the past tense. Try to use the verbs above.

Examples: David wore a dark shirt.
David didn't wear bright colors.



Activity 5b

1. Ask them to open to **Activity 5b** in **Student Handbook, page 11**. They should read along as they listen to the recording again. Play the audio **Listening #2** one or two more times.
2. As a class, discuss the questions next to the photos, now that they have listened to the conversation between Officer Oveda and David. Have their answers changed? Check students' comprehension of the events and any unfamiliar vocabulary in the conversation.
3. Ask students to get into pairs and read out loud the dialogue on **page 11** of the **Student Handbook** at least twice, taking turns playing the two roles. Circulate among students to listen and give individual feedback on pronunciation.

Activity 5c

1. Turn students' attention to **Activity 5c** in **Student Handbook, page 12**.
2. Remind students that we often use the past tense of verbs to talk about things that happened in the past. In English, some verbs have a regular past tense; that is, you simply add -ed to the end of a verb. Other verbs have irregular past tense forms. Depending on the level of your class, you may need to review the regular and irregular past tense of some common verbs at this point.
3. Remind them how to form the affirmative and negative forms of the past tense (e.g., went and didn't go.)
4. Ask them to read the **Instructions** and to work individually to fill in the past tense forms of verbs in **Activity 5c**.

Activity 5d

1. Ask students to read the **Instructions** for **Activity 5d**.
2. In small groups, they should look again at the pictures on **Student Handbook, pages 9 and 10** and talk about the mistakes that David made.



Bicycle Safety Instructor's Guide

3. Encourage them to use the past tense in their discussions and to use what they have learned about bicycle safety in this class. They do not need to write their answers down; they should speak to each other at this point.
4. Circulate among students to assist.
5. Here are some mistakes they should identify:
 - David wore a black T-shirt.
 - David didn't wear visible clothing.
 - David rode his bike against traffic.
 - David didn't ride with traffic.
 - David (David's behavior) caused a crash.
6. When they are finished, discuss their ideas as a class and write them on the board. Make sure that all of the items listed above are mentioned in some way. As a class, practice the pronunciation of the sentences, paying special attention to the past tense forms.

Activity 5e

1. Ask students to open to **Activity 5e** in **Student Handbook**, page 13.
2. Remind them that Officer Oveda told David that he should not take any more risks on the road. He must change his behavior. What must he change?
3. Review the example as a class. You may also need to review the use of the modal *must*.
4. Ask students to work together and write at least four new bicycle safety rules for David, based on his conversation with Officer Oveda. Circulate among students to assist and give individual feedback, and then review them as a class.
5. Reproduce the chart on the board. Some possible answers for the activity follow:

Bicycle Safety Student Handbook

Activity 5e

Instructions: David's behavior must change so that he is safer. Listen to his conversation with Officer Oveda again. Write down rules for David's new behavior. The first one is an example.

New Rules
David must wear bright clothing.
David must...
David must...
David must...
David must...

13



Bicycle Safety Instructor's Guide

New Rules for Riding

David must wear bright clothing.

David must ride his bike in the same direction as traffic.

David must follow the same rules of the road as traffic.

David must wear a helmet.

David must be responsible for his own safety.

David must always look out for vehicles.

Notes to Instructor: While the students may have additional rules, make sure all the answers listed above are on the board.


You may need to explain what is meant by being “responsible” for your own safety when you are riding a bicycle.

Examples include:

- Before crossing a road, always look to make sure there is no traffic (vehicles, pedestrians, other bicyclists) or that other traffic has seen you and stopped before proceeding.
- Ride defensively and look out for the other guy on the road.

Activity 5f

1. Ask students to get into small groups and discuss the question at the top of **Student Handbook, page 14**. The question asks students to consider the rules for drivers. This is important information for your students who may be drivers but not bicyclists. If your students are at a level at which such a discussion can take place, poll them as a group regarding their answers for the question.
2. Elicit or teach the following five bicycle safety rules for motorists:
 - Pass bicyclists only when it is safe; that is, when there is no oncoming traffic.
 - Pass bicyclists with at least 3 feet between the car and the bicycle.



Bicycle Safety
Student Handbook

Activity 5f

Instructions: Discuss the following question with your partners. Write your ideas. Then, discuss them with your instructor:

What can a driver do to help keep bicyclists safe?

■ ■ ■



Bicycle Safety Instructor's Guide

- When you turn, slow down and let the bicyclists pass before you turn. Do not turn in front of the cyclist.
- Be courteous. Yield to the bicyclist.
- Always look for bicyclists before opening your car door.
- Always look for bicyclists before backing up from your driveway or a parking space.

Notes to Instructor: This is a good opportunity to explore students' understanding of bicycle safety and introduce more safety messages during the discussion. Consider the following:

3. Talk about what can happen with a head or brain injury (your brain helps you do everything you do).

Question: As an adult, who is responsible for your behavior and why is this important for your safety especially when walking or bicycling?

Answer: You are responsible. You can do all the right things and follow all the rules but if you are hit by a vehicle while walking or bicycling, you lose! Bicyclists and pedestrians will always get hurt more than the driver of the car that hits them because they have are more at risk- they have no protective equipment or metal around them. Bicyclists and pedestrians need to be extra careful to protect themselves by watching out for the other guy. Play it safe. If a signal says you can go, you are not safe to go until you look and see that the road is clear of traffic or the traffic has stopped for you. Always stop and look left, right and then left again before you enter or cross the street.

Question: Who is responsible for the child's behavior?

Answer: The adults are responsible. You can and should teach your children about safety, but adults should always supervise children. Adults driving cars should always drive carefully around children in case the children make sudden, unexpected moves. Children are not able to process information and make judgments like adults.



Bicycle Safety Instructor's Guide

Bicycle Safety Points: The following bicycle safety points should receive emphasis during your discussion of the listening exercise and chart-building activity:

- Wear a helmet every time you ride.
- A bicycle is considered a vehicle in the roadway and has the same responsibility to follow the rules of the roadway as other vehicles.
- The major rules of the roadway for bicyclists to consider are:
 - ◆ Ride in the same direction as traffic;
 - ◆ Follow traffic signs and signals like a motorized vehicle (car, truck, etc.);
 - ◆ Yield to pedestrians in a crosswalk or intersection;
 - ◆ Be visible to others at all times. Many falsely believe that wearing white clothing makes you more visible in low visibility. This has been proven not to be true. Bright fluorescent colors are best, along with reflective clothing or applications.
 - ◆ Adjust your behavior to that of others on the road. Just because you are “correct”—that is, following the rules—doesn’t mean you are safe. If others aren’t following the rules and watching out for you, you may get hit.
 - ◆ Stay alert. Always watch and listen for motorized traffic around you.
- Adults are often safer riding in the roadway and acting like a vehicle than they are on sidewalks. Acting like a vehicle means riding in the same direction as vehicles and following all the same rules of the road required of vehicles.
 - ◆ Sidewalks were designed for pedestrians; a motorist doesn’t expect to see (or look for) bicyclists on sidewalks before making turns;
 - ◆ Bicyclists riding on sidewalks are at risk at intersections where vehicles turn and don’t think to look for a fast moving vehicle on a sidewalk; and
 - ◆ Bicyclists riding on sidewalks are at risk at driveways where vehicles backing up don’t think to look for a fast-moving vehicle on a sidewalk.
- Riding a bicycle at night is discouraged with children in particular; riding at night is more dangerous. If you have to ride at night, use a white front light on your bicycle—it is the law in most States.



Activity 6: Stay Safe While Biking

Role Plays

This role play activity is an opportunity to practice using the modals must and should and the construction have to, as well as the command form of verbs. You may need to review commands before attempting this activity. Both affirmative and negative commands are needed here. For example:

Wear a helmet.

Don't wear dark colors.

This serves as a good final activity for the bicycle safety module, since students will need to work together to review all the material they have learned about bicycle and pedestrian safety in order to produce the rules.

Activity 6a

1. Begin the activity by reminding students that they have learned a lot about bicycle safety in the class so far. Ask students if they think they will change any of their own traffic safety habits after this lesson. Ask them why or why not.
2. Announce that they will be using everything they have learned in this module to role play conversations between Carlos and David Lorenzo. Remind students that David could have been hit by the car; he was lucky not to have had a serious injury. Carlos Lorenzo learned important rules about bicycle safety. He must make new rules for his son.
3. Write the characters' names on the board as you review them with students.
4. Ask students to open to **Activity 6 on Student Handbook, page 15**. First, guide students through the process of deciding and writing down who will play each of the roles.
5. Ask them to take about 10 to 15 minutes to decide together on the

Activity 6: Stay Safe While Biking

David Lorenzo crashed on his bicycle. He was lucky that he did not have a serious injury. But he might not be so lucky next time. His father, Carlos Lorenzo, is making new bicycle safety rules for David. The rules will help keep David safer on his bike.

Activity 6a

Instructions: Discuss with your partner the safety rules that Carlos will give David. Write three bicycle safety rules in the box below. Follow the example of the first rule shown below for a total of four safety rules. You may select from the rules you used in Activity 5e on page 13 or use rules shared by others in your class.

Bicycle Safety Rules

1. Always wear a helmet.
2.
3.
4.

15



Bicycle Safety Instructor's Guide

new rules that will be presented by the parent to the child (or children) in the role play. They should write their rules in the box on **Student Handbook, page 15**, using the modals must and should and/or the command form of the verbs.

Notes to Instructor: Students should not write their entire role play script into this box. If students have difficulty coming up with rules, ask them to review their work in the Pedestrian Safety and Bicycle Safety curriculum modules.

Activity 6b

1. Finally, ask students to practice their role plays a few times. Read directions on **page 16** of **Student Handbook, Activity 6b**. Circulate among students to assist and give feedback.
2. Have students role play the situation for the class.
3. After each role play, work with all students to remember the safety rules presented during the role play, and write the rules on the board. As you repeat this process, eliminate repeats of the rules on the board.

Notes to Instructor: This activity is designed to reinforce the bicycle safety messages presented in this curriculum module. However, it can also serve as a review of important safety messages covered in the previous module, Pedestrian Safety. You could give students the option of role playing conversations about pedestrian safety between Nati Ruiz and her children, Samuel and Carmen (who has returned from the hospital). A third option would be to role play a discussion between the police officer or a judge and Carlos Lorenzo, on the topic of impaired driving.

Activity 6b
Instructions: Role play a conversation between Carlos and David.
 1. Write your name and your partner's name after the name of the character each of you will play.
 Carlos Lorenzo (Dad) _____
 David Lorenzo (son) _____
 2. Practice your role play.
 3. Perform your role play for the class.
David — back on his bicycle!

16



Activity 7: Bicycle Safety Card Game

Activity 7a

1. Photocopy and cut out the conversation cards on the next page. Make one copy per pair of students.
2. Give each pair of students a stack of the cards, face down.
3. Instruct students to take turns pulling one card from the top of the stack and ask his/her partner the question.
4. Circulate among students to assist.

Notes to Instructor: The answer key is listed below the cards.

Activity 7b (optional)

1. Ask students to work together to create a poster of the bicycle safety rules on the board, similar to the poster they created in Pedestrian Safety.
2. In addition or alternatively, they can work together to create a nicely decorated bicycle safety flyer, containing the rules on the board, that you can then copy for all members of the class to take home and share with their own families.

Give two reasons why you should wear a bicycle helmet.	What should a bicyclist do at a stop sign? At a yield sign? At a red light?
When should you wear a helmet?	Why should a bicyclist on the road obey traffic laws?
What are some dangers in the road for bicyclists?	In what direction should you ride a bicycle?
On what side of the road should a bicyclist ride?	Why should you use a front white light on your bicycle?
Should you talk on a cell phone when you bicycle?	Should bicyclists ride after drinking alcohol? Why or why not?
How can you be more visible on your bicycle?	In which direction should a bicyclist ride: in the same direction as traffic or facing traffic?
Where can you buy a bicycle helmet?	How can you help children be safer on bicycles?



Answers for Conversation Cards

<p>Give two reasons why you should wear a bicycle helmet.</p> <p><i>A helmet will protect your head and brain if you crash, wearing a bicycle helmet may be the law.</i></p>	<p>What should a bicyclist do at a stop sign? <i>Stop and look left-right-left for traffic before going.</i></p> <p>At a yield sign? <i>Slow down and let other traffic (through traffic) pass before going.</i></p> <p>At a red light? <i>Follow the same rules as other vehicles. The bicyclist must stop until the light turns green.</i></p>
<p>When should you wear a helmet?</p> <p><i>A helmet should be worn by anyone who rides a bicycle.</i></p>	<p>Why should a bicyclist on the road obey traffic laws?</p> <p><i>A bicycle is considered a vehicle on the road and must follow the same rules or laws as a car.</i></p>
<p>What are some dangers in the road for bicyclists?</p> <p><i>Potholes, gravel, dogs, web leaves, storm grates, and opening car door may increase the bicyclist's risk of falling.</i></p>	<p>In what direction should you ride a bicycle?</p> <p><i>You should ride your bike with traffic; that is, in the same direction as traffic.</i></p>
<p>On what side of the road should a bicyclist ride?</p> <p><i>A bicyclist should ride on the right side of the road.</i></p>	<p>Why should you use a front white light on your bicycle?</p> <p><i>So you are more visible to other vehicles, so you can see the road, because it is the law in most States.</i></p>
<p>Should you talk on a cell phone when you bike?</p> <p><i>No. Bicyclists need to use their eyes and ears to look out for what other traffic is doing.</i></p>	<p>Should bicyclists ride after drinking alcohol? Why or why not?</p> <p><i>No. Drinking alcohol affects safe judgment; a bicyclist who rides after drinking alcohol puts himself and others at risk of a crash.</i></p>
<p>How can you be more visible on your bike?</p> <p><i>You can wear bright or fluorescent clothing. At night you should wear reflective materials and use flashing clip lights.</i></p>	<p>In which direction should a bicyclist ride: in the same direction as traffic or facing traffic?</p> <p><i>A bicycle is a vehicle; bicyclists should ride in the same direction as traffic.</i></p>
<p>Where can you buy a bike helmet?</p> <p><i>You can buy a bike helmet at bike stores, at sporting goods stores like Dicks or Sports Authority, or at department stores like Wal-Mart, K-Mart, or Target.</i></p>	<p>How can you help children be safer on bicycles?</p> <p><i>Examples: Make sure they have a properly fitted helmet on and fastened every ride, go over the safety rules with them, supervise them at all times, don't allow them to ride at nighttime.</i></p>



Activity 8 (optional): Take-Home Action Tasks

- Task 1:** Print copies of Easy Steps to Properly Fit a Bicycle Helmet, published by The National Highway Traffic Safety Administration, at www.nhtsa.gov (search on the keywords bicycle helmet). The brochure is available in English and in Spanish. Give a team of students the brochure. Ask them to read it and prepare a demonstration for the class (in English) of how to properly fit a bicycle helmet properly.
- Task 2:** Design a “Web quest” for students. In this activity, they should search the Internet to find an image of a bicycle in which they can identify all the parts that they learned about in this curriculum module. Challenge them to find an image that has all of the components listed on **page 3** of the **Student Handbook** and to list them.
- Task 3:** Ask students to observe bicyclists in their neighborhood (or on television, in movies, and in advertisements) for a few days. Ask them to keep a list of all of the “correct” and “incorrect” bicycle safety practices they see during that time. In class, elicit students’ observations and make two lists on the board. With students, compare the lists: Which is longer? What rules do bicyclists in their neighborhood generally obey and disobey?
- Task 4:** Students who have children can take a walk with them in their neighborhood. Together, they can identify all the bicycle safety hazards (gravel, potholes, parked cars, etc.) they see during the walk and keep a list. Students can then present the list to the class and describe what their children learned during the walk.
- Task 5:** Ask teams of students to discuss and write an ending to the story of Carlos Lorenzo (which this curriculum leaves open-ended). What happened to him? How did the crash and its consequences affect him and his family? Teams can present their endings to the class, and the class can vote on the best ending for Carlos Lorenzo’s story.

REVIEW: Bicycle Safety

Notes to Instructor: Use this review list as a guide in assisting students as they create their own lists of safety rules. If students do not come up with some of these, take time to review these important points with them. Of course, students will ultimately phrase their rules differently. This is fine, as long as the rules they create reflect the safety lessons covered in this module. The list that follows is for your own use. It is a summary of the safety messages in Bicycle Safety. A few additional points, which were not covered in order to keep the lesson simple, have been added below. If time and opportunity allow themselves, these additional points serve to emphasize safe operation and practice in operating a bicycle are important aspects of bicycle safety.

1. Always wear a properly fitted bike helmet – every ride.
2. Obey all traffic laws, signs, and signals.
3. Take responsibility for your own safety. Before crossing a road, always look to make sure there is no traffic (vehicles, pedestrians, other bicyclists) or that other traffic has stopped and sees you before proceeding.
4. Make sure you are visible to other traffic. Use the following items to increase your visibility: bright and fluorescent clothing, reflective materials, and flashing clip lights.
5. Bicycles riding on the road are vehicles. Cyclists riding in the road must follow the same rules as traffic.
6. Ride your bike on the right, in the same direction as the other vehicles. You must ride with the flow of traffic (not against it).
7. Always watch out for dangers in the road, such as potholes, wet leaves, storm grates, loose gravel, and car doors opening.
8. If you have to ride at night, you must have a white headlight in the front and red lights or reflectors on the back of your bike.
9. Never use headphones or talk on a cell phone while you bike. Give traffic your full attention.
10. Always ride with at least one hand on the handlebars. Packages and other items should be secured on the bike, not in your arms.
11. Practice the skills of riding a bicycle in an empty parking lot: riding in a straight line, stopping and starting, signaling a turn.



Family Safety Rules for Bicycle Riding

Follow these rules when you ride your bicycle:

- Always wear a bicycle helmet—every time you ride!
- Ride on the right, in the same direction as other vehicles. The bicycle is a vehicle. Bicyclists and drivers follow the same rules of the road!
- Ride a bicycle that fits you and has working parts.
- Always ride with at least one hand on the handlebars.
- Obey all traffic laws, signs, and signals.
- Be visible. Wear bright clothing and reflective materials during the day.
- If you have to ride at night, you must have a white headlight in the front and red lights or reflectors on the back of your bike. Reflective material on your clothing, helmet, backpack, is helpful at dusk, dawn, in bad weather or at night.
- Always pay attention to traffic. Never use headphones or talk on a cell phone while you bike.
- Avoid dangers in the road.

Follow these rules when driving around bicyclists:

- Obey all signs and signals.
- Bicyclists are allowed to ride on the roadway unless there is a sign that says no bicycles.
- Stop, wait, or pass bicycles as you would a car.

Take home and share with your family.