



Photo courtesy www.pedbikeimages.org / Dan Burden

Entering the Roadway

Bicycle Safety Lesson 2

STUDENT LEARNING OBJECTIVES

- Students will learn how to identify and respond to road signs and signals.
- Students will learn to stop, listen and look left, right, and left again before entering the road.
- Students will learn how to look behind and not swerve.

PREPARATION

- Gather needed materials.
- Duplicate enough copies of the Road Sign worksheets.
- Stripe 15'-20' line with chalk or tape (activity 3).

MATERIALS

- Road Sign Worksheets 1 and 2.
- Rules of the Road Card.
- White board or flip chart.
- Crayons, pencils or markers.
- Colored washable pavement chalk for outdoors or acceptable floor markers for gym.
- 5 x 8 cards that are either different colors or that have large single numbers printed on them for the optional “walking in a straight line” activity.
- Whistle for the optional “stopping quickly” activity.

TIME: 35 MINUTES

Entering the Roadway

Bicycle Safety Lessons: Lesson 2, cont.

INTRODUCTION

Time: 1 minute

Connect this lesson on bicycle safety with previous lessons on safe behaviors and injuries.

Share with the students:

We've talked about how important it is to wear a helmet that fits correctly. Today you will learn other ways to be safe when you ride your bike.

You will learn about road signs and signals and what you should do when you see them.

Then you will practice stopping, listening, and looking for danger before you enter the roadway.

Last, you will learn to look over your left shoulder while walking a straight line. When on your bicycle, you must be able to look behind you without swerving. If you swerve, a car could hit you.

ACTIVITY 1: TRAFFIC SIGNS

Time: 8 minutes

Pass out the Road Sign Worksheet.

Talk about and list the various common signs.

Ask students why road signs are red, yellow, or green.

Red means danger

Yellow means caution

Green means go

One Way Street sign

No Turn sign

Stop sign

Yield sign

Wrong Way sign

No Bikes sign

Railroad crossing sign

Optional activity for older students: Ask students to complete the worksheets on their own. Group students. Assign one sign to each group. Tell students to pretend they are going to teach younger students about their sign (i.e., what the younger student should do when they see this sign). Give students three minutes to decide what they will say or do to teach younger students and give each group 30 seconds to describe their strategy to the whole class.

ACTIVITY 2: ENTERING THE ROADWAY

Time: 12 minutes

Pass out the Rules of the Road card.

Tell students that all smart bicyclists follow three rules when entering a road.

They:

- 1) Stop
- 2) Listen for traffic
- 3) Look left, right, and left again



Entering the Roadway

Bicycle Safety Lesson 2, cont.

Tell students:

All three steps are important.

Car drivers may be busy driving and forget about bicyclists and walkers.

You must stop, listen for traffic and look left, right and left again.

Stop before entering the road.

Listen for traffic, sirens and other noises that tell you something you can't see is coming.

Look left, then right; then look left again! A car or truck or bus you didn't see the first time, because it was blocked from view, may be coming.

Who can tell me why you might not have seen the vehicle the first time? (answer: it was blocked from view)

Always remember: Stop, Listen, Look left, right and left!

Take the students to the end of a driveway or sidewalk on school grounds (or to one end of the gym). Demonstrate the proper way to enter a street (use lines on gym floor to represent the sidewalk, driveway and street). Encourage them to get in the habit of walking, rather than riding their bikes to the end of the driveway or sidewalk.

Tell each child to practice looking left, right, and left again.

Emphasize the importance of looking left a second time.

Point out obstacles such as trees, bushes and parked cars that may block the driver's or rider's view.

If there are barriers to their view, point those out to the children and tell them that if they can't see past the barrier, neither can a driver.

Show the children how to move to the edge of the barrier and stop and then practice the left, right left sequence again.

If traffic is approaching, wait until it has cleared and repeat the look left, right, left sequence again.

Ask them what would happen if they rode out into the street without looking left, right and left.

ACTIVITY 3: SWERVING

Time: 13 minutes

Tell students another skill they need is to be able to ride their bike in a straight line without swerving. They are going to learn how to look behind them carefully and avoid swerving into the path of a car when they are riding on the road. If they swerve when riding, they can collide with a walker, biker, car, or hit something that can cause them to fall. Demonstrate walking in a line. Repeat the demonstration but swerve from the line as you walk.

Entering the Roadway

Bicycle Safety Lessons: Lesson 2, cont.

Move the children as a group to the school's parking lot or playground or the gym if they are not already there from the previous activity.

Tell them they will practice looking behind them without swerving.

Ask for one student volunteer. Show him/her a long painted or chalked line (about 15-20 feet). Ask him/her to go to the other end of the line. The volunteer will raise his/her arm if a student steps off the line while walking forward.

Demonstrate the activity by asking another volunteer to walk quickly along the straight painted or chalked line. Stand at the start of the line, behind the student, and hold up numbered or colored cards and ask the student to look back over his or her shoulder and tell you the number or color of the card—without moving off the chalked or painted line.

Modify and repeat the activity. Ask each student to walk along the line and point his or her left arm behind. The students should each “sight along it” to see if he or she can walk quickly and not swerve. It's tougher than it looks!

Tell the students that it is easier to avoid swerving if they don't raise their chins above the top of their shoulders when they look over their left shoulder. In other words, drop their shoulders and their chins a little when looking back.

Students should not ride their bikes on the street until they have mastered the skill of looking behind them without swerving.

If the opportunity exists, they should practice in a parking lot on their bikes under supervision.

CLOSURE

Time: 1 minute

We have learned some of the rules of the road today that you can use to help you be safer when you ride your bike. We've learned some of the road signs that you will see and what you should do when you see them.

We've also talked about some of the things car drivers can and cannot do when they are driving. They cannot always see you and do not always expect you to be there. If you suddenly show up in front of them, they may not be able to stop in time to avoid hitting you.

In our next lesson we will be learning more about how to ride safely and courteously.

OPTIONAL ACTIVITY

Time: 15 minutes

If there is traffic going by the school parking lot or playground, ask the children to watch the head and eye movements of the drivers as they turn into or out of driveways and intersections.

Tell them to watch where the driver is looking when making a turn into or out of a driveway. Ask what they think the driver sees. Ask what they think drivers are paying attention to while driving.



Entering the Roadway

Bicycle Safety Lesson 2, cont.

Tell the children that drivers are looking in the roadway and are not paying attention to what is on the sidewalk.

Tell them that drivers are sometimes also distracted by what is happening inside the car and may not see someone on a bicycle.

OPTIONAL ACTIVITY 2

Time: 10 minutes

Take the children to an area where they can form a single straight line spread across the area. This is the starting line. Have the children start walking very fast at the sound of the whistle. After the children get up to their maximum walking speed, sound the whistle again. Explain to them ahead of time that when the whistle sounds the second time they need to “put on their brakes.” After the activity, sit them down and explain to them that, like kids, cars and bicycles cannot stop immediately. Kids’ brains hear the message to stop, but their feet and hands take longer to put on the brakes on their bikes. As with cars, the driver’s eyes tell him or her to stop but it takes some time for the driver to react and to use the brakes. After that, the brakes give the message to stop, but the tires cannot stop immediately.