

Bike Safety Education 10 Lesson Outline

5- Day Program: Complete 2 lessons per day.

10- Day Program: Complete 1 lesson per day.

Lesson 1 – Basics of Bike Safety

Timing: One hour in class

Techniques: Small group discussion; Think, Pair, Share; Share-One-Thing Learned

Before class: Inspect bike storage if you have not already seen it.

Verify with the teacher that the pre-test has been completed, be prepared to administer the pre-test at the beginning of class if it has not been done.

Introduce yourself, your classroom rules, and the Street Trust. Give students a brief day-by-day overview of the class; include a reminder about the community ride and inviting parents. Assure students we have bikes and helmets to use.

Ask who rode their bike.

Define the basics of bike safety, Visible, Predictable, Legal. Aware can be introduced as an extra.

Visible: road position, lights, riding in a big group, bright colors, etc.

Predictable: ride single file, use hand signals. Teach class hand signals.

Legal: stop signs, stop lights, speed limit, yield to pedestrians, hand signals. Helmets.

Aware: shoulder-checks, understanding behavior, reading sign

V, L, P Activity

Break the class into pairs or groups

Hand out V,L,P sheets and envelopes

Instruct the students to organize the tiles into the categories they belong.

Yes, No, Maybe Activity

Designate Yes, No, and Maybe walls

Choose a topic (riding on the sidewalk is a good idea, people should always wear helmets, etc.) and instruct the students to walk to the wall that represents how they feel.

Facilitate the walls in a discussion, and then bring the class together to have a larger discussion.

Repeat for 3-5 topics as time allows.

Ask the kids to brainstorm the benefits of biking for transportation (health, cost, environment, fun), optional.

After class: pick up pre-tests.

Lesson 2 – Helmets

Timing: One hour in class

Techniques: Think, Pair, Share; Directed Brainstorming.

Before class: Bring helmets to school. Optional: Bring a bike to class and helmet fitting and bike parts overhead.

Review lesson 1.

Talk about the importance of wearing a helmet

Protects your brain. Why do you like your brain? What can it do?

Your brain can't fix itself like a broken bone can.

Who wears a helmet for their job and why (optional).

Ask how a helmet works and when do you replace it

The Styrofoam absorbs the impact of the fall. The plastic on the outside helps it slide, the straps keep it on your head.

You should replace your helmet after a crash or 5 years.

You should never drop, kick, throw your helmet, or store it in the sun.

Pass out helmets. Have student check helmets for cracks in the Styrofoam.

Demonstrate how to fit a helmet.

The helmet should fit snugly on your head.

It must be level on your forehead, as close to eyebrows as possible, should see the edge of the helmet when you look up.

The sliders must be right under your ears and the straps make a "v" around your ears.

The chin-strap should be tight enough that it doesn't slip over your chin.

Have students fit their helmets and check their neighbors. Walk around and check each child's helmet. Have the teacher write the kids names on masking tape and place on the front of the helmet.

Have a secondary activity (read a book, draw, etc.) ready to occupy students as they finish fitting their helmets.

Demonstrate the Personal Safety Check (PSC)

Helmet

Roll up pants leg

Shoes tied, close-toed shoes

Attitude

Clothing for comfort

As time allows: Bring a fleet bike to class and go over the important parts of the bike, cover the bike safety check.

Remind students about Bike Safety dress code and permission slips. Close-toed shoes.

Dress appropriately for weather. You must have your permission slip turned in or you can't ride.

Lesson 3 - Intro to Intersections and bike-fitting

Timing: 15 minutes in class, 40 – 45 minutes on bikes

Techniques: Think, Pair, Share.

Before class: Scope out playground for a good area to do drills. If playground space is an issue consider using the perimeter of the playground or move kids to street drills as soon as safely possible (you need to be confident in their bike control and stopping capability).

Bring bikes to school. Review Lesson 2. (The in-class portion of this lesson a great time

to have any “super volunteers” call interested parents about volunteering at the community ride or for the program in general. Parents will self-select on the permission slips.)

Review Lesson 2

Introduce intersections

What is an intersection? What are the different types?

How many ways can you go through an intersection (left, right, straight and as a pedestrian)

Lane positions (right by the curb, center and left) and what they are used for.

Talk about braking with both hands and shifting.

Demonstrate the Bike Safety Check (BSC)

Air

Brakes

Chain

Quick releases (wheels and seat height)

Go over the Team Oath: Always wear and respect your helmet; Always ride single file with ghost space; Always follow all laws; No tricks; Always show respect.

Line class up by height and go out to the bikes.

Pass out bikes: If you organize the bikes and students by size you can quickly pass out the bikes and fit almost every one correctly on the first try. Keep in mind how to organize bikes so that you can identify which bikes are being used and which aren't.

Conduct drills on playground: Follow the leader with “pass it back” (look for ghost space). Practice braking with both hands and shifting.

Stopping Drill

Split the class into two groups.

One group at a time will line up at one end of a space and ride straight and stop on command using only the rear brake.

The students will ride back to the other side of the space and brake with *both* brakes (students **must** remain seated).

Slow Race

Split the class into two groups

One group at a time will line up at one end of a space and ride straight towards the finish line

There are three ways to be out: failure to start on time, putting a foot down, failure to ride in a straight line. Oh, and crossing the finish line *first!*

After class: Gather permission slips and look to see if any parents are interested in volunteering. Contact parents.

Lesson 4 – Turns! (L, R, S)

Timing: 15 minutes in class, 40 – 45 minutes on bikes

Techniques: Think, Pair, Share

Before class: Set up drill.
Review lesson 3.
The easy ones:
How to go straight
How to turn right
Go outside. Pass out bikes, BSC and PSC.
Conduct right turn drill on playground:
Create as many lanes as feasible
Students can only make right turns
As time allows: conduct a fun ride-around game

Lesson 5 – More Turns!

Timing: 20 minutes in class, 35 - 40 minutes on bikes

Techniques: Think, Pair, Share; Turning Activity on board

Before class: Set up drill.

Review lesson 4.

Left turn:

Shoulder-check, signal left, take the lane!

Copenhagen left – go straight, shuffle into lane, go straight again!

Review Team Oath.

Go outside. Pass out bikes, BSC and PSC.

Conduct drills on playground:

Create as many lanes as feasible

Students can only make left turns

As time allows: allow students to make any turn they wish.

As time allows: Go for a ride around the school utilizing only right turns!

Lesson 6 – Right of Way Introduction and Intersection Practice

Timing: 15 minutes in class, 40 – 45 minutes on bikes

Techniques: Think, Pair, Share.

Before class: Scope out a low traffic intersection to use for drills. Set up drill. Review lesson 5.

Introduce ROW, what is ROW?

Pedestrians at crosswalks

Yield signs

Explain the hierarchy

Explain the Zero Rule – Don't get hit!

Explain the 1st Rule – First to stop, first to go

How to make a U-turn

Discuss riding with traffic: Introduce that you will practice the Emergency Drill, Review team oath.

Go outside. Pass out bikes, BSE and PSC.

Conduct drills on low-traffic intersection: Emergency drill, and right turns on the street.

Follow on street protocol.

Lesson 7 – Right of Way

Timing: 20 minutes in class, 35 – 40 minutes on bikes

Techniques: Think, Pair, Share; Diagrams on white board.

Before class: set up drill.

Review lesson 6

Explain the 2nd Rule – Right goes first.

Review team oath.

Go outside. Pass out bikes, BSC and PSC.

Conduct drills on low-traffic intersection: left turns. Emphasis on rules 1 and 2 applied at the intersection.

Lesson 8 – Right of way practice

Timing: 15 minutes in class, 40 – 45 minutes on bikes

Techniques: Think, Pair, Share.

Before class: Set up drill.

Review lesson 7.

Explain the 3rd Rule – Left goes last.

Review right of way with advanced scenarios (emphasize signs, right-as-a-position, simultaneous left and right, and straight).

Review team oath.

Go outside. Pass out bikes, BSC and PSC.

Conduct drills on low-traffic intersection: Right of way drill. Follow on street protocol.

Lesson 9 – Hazards

Timing: 15 minutes in class, 40 – 45 minutes on bikes

Techniques: Think, pair, share, on street drill set up

Before class: Set up drill.

Review Lesson 8

Discuss road hazards and how to avoid them with the “road hazards” overhead.
Where to wait (left turn without a stop sign and oncoming traffic)
Review team oath.
Go outside. Pass out bikes, BSC and PSC.
Conduct drills on low traffic intersection: Remove stop signs from ROW drill. Follow on street protocol.
Remind kids to invite parents to the community ride tomorrow.

Lesson 10 – Community Ride!

Timing: 5 minutes in class, 55 minutes on bikes, community ride

Techniques: Introduce volunteers, explain rolling process, engage volunteers in assisting kids, watching intersections, support

Before class: Scope out a route for the community ride. Create map, include class schedule and your contact information. Give a copy to office staff. Give the Street Trust volunteers map and instructions.

Review team oath.

Go outside. Pass out bikes, BSC and PSC.

Go for the Community Ride! Follow on street protocol.

After class: Drop off post-tests and teacher evaluation in teacher boxes. Arrange a time to come pick them up or have the teachers mail them to the Street Trust office.

The Street Trust Bike Safety Education Protocol and Policies

1. * On-street Protocol

If you stop traffic when crossing a busy street with a group of students, the class must get off their bikes and walk across as pedestrians. Do not stop the traffic and allow the students to ride across as a group.

Always place an adult at any intersection in which the group does not have the right-of-way, including left turns and at uncontrolled intersections.

When an emergency is encountered, the Street Trust instructor will instruct students leave the street and sit in a safe place off the street out of the way of traffic.

Follow all laws.

Suggestions:

Make sure that you include intersections on your route that students can go through on their bikes, one at a time.

Look for uncontrolled intersections when setting up your intersection practice so the students can enter and leave the practice area easily and quickly.

Look for two way stop intersections when setting up your intersection practice so that you begin the drill as a four way stop and as they progress transform the intersection into a two way stop (for the right of way practice at a two way stop intersection).

When conducting intersection drills with two or more adults, have one adult watch the intersection at all times.

On the community ride, the lead instructor may stop to watch an intersection while waiting for another adult to arrive. Make sure that you have scouted a landmark to send the students to as they safely go through the intersection. For example, "Joey, after you make a safe decision and go through this intersection, please stop at the big tree by the red car and wait for me."

2. Incidents and Injuries Protocol

If a child is injured during a bike safety education class and the classroom teacher wants you to fill out a school incident form, you must also fill out the Street Trust incident form and turn into the Education Programs Director within 12 hours of the incident.

3. Bike Safety Parent releases Protocol

All students must have a signed release form returned to the school before they can ride a bike.

4. Student helmets and bikes Protocol

All students participating in BSE must be wearing a Street Trust instructor approved helmet (the helmet must not be older than 5 years or have visible cracks in the Styrofoam) and riding a Street Trust instructor approved bike (the bike must have working handbrakes and gears).

5. Vehicle damage Protocol

Document the damage and situation. Email the documentation to the Education Programs Director and Finance Director within 12 hours of the incident. Leave a note on the car

with the Finance Director as the person at the Street Trust the car owner should contact.

Report Policy

It is recommended that all instructors read school reports from previous year of Bike/Ped Safety before the teacher meeting and before beginning to teach in a school.

Instructors will complete a report for every school where they teach BSE/PSE. If there are two instructors the instructors will agree on who is writing the report and the other can contribute information to the report.

Lice Policy

Our helmets rest for a minimum of one week in between use at schools, often times the rest period is much greater than a week. Research shows that lice are not able to survive on inanimate objects.

Note: This policy has been guided by information obtained through the following websites: the Center for Disease Control, The State of California Environmental Health, The Lice Solution, Dr. Greene, and EHow.

Absence Policy

If you are unable to attend your class due to illness or emergency, contact the Education Programs Director as soon as possible. The director will help coordinate a substitute as viable. In the case where a substitute is not viable, contact the classroom teacher and school immediately and inform them of the class cancellation.

Conduct Policy

The goal of the education team is to teach the importance and value of bike safety, but also how bicycling creates an investment in community. In pursuit of this goal instructors will not conduct themselves as a positive role model. They will also ensure volunteers and other representatives of the program conduct themselves in a similar manner. This includes but is not limited to not reinforcing gender roles, maximizing participation from all students, fostering appropriate relationships with the students.

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