

# *Pedal Power on the Road*

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**LEVEL:** K-1-2-3-4-5-6

**SUBJECT AREA(S):** Health, Language Arts

**OBJECTIVE:** Students will demonstrate the smart (safe) cycling techniques on the road: 1) entering a roadway safely, 2) scanning, 3) signaling in traffic, 4) merging, changing lanes, yielding, and turning, and 5) obeying traffic signs.

For Your Information

None of the lessons about crossing streets fully address traffic signals because of their complexity.

**TIME:** One to two hours (may be helpful to divide the class and teach each group on different but consecutive days)

### **MATERIALS**

Figure 16-1: Parent/Guardian Permission Form, to be signed by parent/guardian

Figure 16-2: Bicycle Skills Checklist (multiple copies)

At least two adults trained to lead students cycling on a road for each five students

At least two volunteers to monitor students waiting to ride

For Your Information

Individual students will probably have a preference for riding a bike with or without a top tube. The use of top tubes traces back to the 1880s, when bicycle makers took them off to help girls and women – who wore long skirts all the time – to get on and off easily. Today’s riders, male and female, choose their bikes for comfort and may or may not prefer one with a top tube.

- Enough helmets for students and instructors
- Whistles for instructors and volunteers
- First-aid kit and at least one adult certified to administer first-aid
- Optional: Copies of route maps for students

## PREPARATION

Establish an appropriate route that starts at your school, based on the number of students and volunteers, the traffic and road conditions, and the time available. Map out the route.

Use an established bicycle route or bike path if available.

Ten blocks is a good distance for a leisurely 10- to 15-minute route. Shorter routes of 3 or 4 blocks can be repeated to fill the time and distance. Students can walk through this route if bikes are unavailable. The activity also can be done in a gym or schoolyard.

Ideally, the course should contain the following:

- Several intersections
- Opportunities for right- and left-turns
- A street lined with parked cars
- Various road conditions and traffic situations (described in detail in Lesson 15)

## SUGGESTED ACTIVITIES

1. Have students meet at a designated spot on the school grounds with bikes, helmets, and baseball caps. Make arrangements ahead of time for students to attend without permission forms, baseball caps, or other reasons that prevent them from riding (perhaps they can walk the course).
2. Have students with bikes line up from tallest to shortest. Match students with bikes with students without bikes, matching the tallest with the tallest, and so on.
3. Have students go through the Pre-Ride Check for Safety (Lesson 14, Figure 14-4). Allow only students with safe bicycles to ride the course.
4. Review the road conditions and traffic situations students will encounter.
5. Tell students how many student cyclists and instructors will ride in each group.

### For Your Information

One instructor must be the leader and one must take up the rear to make sure everyone is cycling smartly (safely) and in accordance with the Bicycle Rules of the Road (see Figure 15-2).

Ideally, the teacher at the rear will be the classroom teacher so he/she will know student names in order to accurately fill out Figure 16-2: Bicycle Skills Checklist. Review the proper method of riding in a group. *Single file with a bike's length between each bicycle. Continually scanning the roadway (and not focusing on the rear tire of the cyclist just ahead).*

## ASSESSMENT

Completion of Figure 16-2: Bicycle Skills Checklist.

## **ADDITIONAL RESOURCES**

Please refer to the Iowa Safe Routes to School Encouragement and Education Program Web site for additional resources ([www.iowasaferoutes.org](http://www.iowasaferoutes.org)).

\_\_\_\_\_  
(school or program)

\_\_\_\_\_  
(date)

Dear Parent/Guardian:

My child has my permission to participate in IOWA KIDS ON THE MOVE, a traffic-safety instruction program.

\_\_\_\_\_  
(parent/guardian signature)

My child may bring the following equipment to class on \_\_\_\_\_:

- Bicycle
- My child has permission to share his/her bicycle with classmates of similar size
- Bicycle helmet

My child has my permission to participate in on-the-street instruction with qualified supervision and appropriate safety precautions.

\_\_\_\_\_  
(parent/guardian signature)

- Yes, I am available during the day to help monitor the bicycle safety course or to provide other assistance.

Call me at \_\_\_\_\_. The best time to reach me is \_\_\_\_\_.

*Figure 16-1*

## BICYCLE SKILLS CHECKLIST

Name:

<b>BASIC SKILLS</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Rides in a straight line with control and balance			
Steers with one hand with control and balance			
Steers with the right hand, scans behind, and correctly identifies vehicle props			
Communicates to other vehicles by using the correct hand signals			
<b>CYCLING IN TRAFFIC</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Enters a roadway properly			
Maintains correct roadway position			
Scans for traffic, road conditions, pedestrians, etc.			
Correctly changes lanes or merges			
Correctly uses hand signals and turns			
Stops smoothly			
Correctly rides in a group			
Yields the right-of-way when appropriate			
Stops, signals, scans at intersections			
<p><b>COMMENTS</b></p> <p><input type="checkbox"/> <b>Passed</b></p> <p><input type="checkbox"/> <b>Needs to Retake</b></p>			

Figure 16-2