PHYSICAL ACTIVITY AND INJURY PREVENTION LEVEL 4

Level 4: My Safe Bike Lesson Plan

- Activity Worksheet: Safe Biking

ICON LEGEND

TEACHER SCRIPT

CLASS DISCUSSION

IMPORTANT INFORMATION

INDIVIDUAL ACTIVITY

PAIRS/SMALL GROUP ACTIVITY

PHYSICAL ACTIVITY

LARGE OPEN SPACE REQUIRED

EXTENSION ACTIVITY

LEVEL 4

BOOK TITLE

My Safe Bike

TOPIC

Physical Activity and Injury Prevention

Essential Question

How can I be safe when I ride my bike?

Teaching Strategy

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. In this lesson, the teacher will focus on having the students relate the material to their own experiences, and the lesson requires hands-on, active participation from both the teacher and the students.

REQUIRED MATERIALS

- Chart paper
- Activity Worksheet: **Safe Biking**

LEARNING ACTIVITIES

Class discussion about the book *My Safe Bike.*

Create a Classroom Safe Bike Policy.

Create an image for each rule on the **Safe Biking** activity worksheet.

LEARNING CONNECTION

This activity encourages students to think further about how to keep themselves and others safe while biking. It builds on the students' knowledge of the book *My Safe Bike*, which teaches students the vocabulary for safety equipment that is important to use with a bicycle.

READING VOCABULARY

Safe, bike, helmet, bell.

1. Talk to the students about the book *My Safe Bike*. Ask:

   “ᖃᓄᖅ ᐱᓪᓚᕆᐅᔪᓂᒃ ᐃᓕᑦᑎᕕᑦ ᐅᖃᓕᒫᒐᒥᑦ ᑐᒃᑲᕆᐊᓕᖕᒥᒃ ᐊᖁᓐᓂᐅ ᒥᒃᓵᓄᑦ?”

   Answers might include: what a bike helmet is, what a bike bell is, etc.

   - Allow multiple students to answer.

2. Next, hold a class discussion with the students. Say:

   “ᐃᓵᒋᑦ ᑐᒃᑲᕆᐊᓕᖕᓂᒃ ᖁᕕᐊᒋᔭᖃᕈᕕᑦ.”

   Allow the students to raise their hands.

   “ᐃᖅᑲᐅᒪᒋᑦ ᑭᖑᓪᓕᖅᐹᒥᒃ ᑐᒃᑲᕆᐊᓕᖕᒥᒃ ᐊᖁᓚᐅᖅᓂᖅᓂᒃ. ᐃᖅᑲᐅᒪᓚᐅᖅᐱᑦ ᓇᓴᖅᓯᒪᔭᕆᐊᒃᓴᖅ ᐊᖁᑎᓪᓗᑎᑦ ᐊᑐᕆᐊᖃᐃᓐᓇᓲᒥᒃ?”

   Allow the students time to answer yes or no.

   “ᐃᓵᒋᑦ ᐃᖅᑲᐅᒪᓚᐅᕈᕕᑦ ᓇᓴᖅᓯᒪᔭᕆᐊᒃᓴᖅ.”

   Allow the students time to raise their hands.

   - Congratulate the students who raised their hands on being smart about their safety.

3. Next, say:

   “ᖃᓄᖅ ᓇᓴᑦ ᐃᑲᔪᖃᑦᑕᖅᐸᑦ ᐃᓕᖕᓂᒃ?”

   Answer: It protects your head.

   “ᓇᓴᖅᓯᒪᙱᑦᓗᑎᑦ ᑐᒃᑲᕆᐊᓕᖕᓂᑦ ᐅᕐᕈᒍᕕᑦ ᖃᓄᐃᑳᑦᓚᒍᓐᓇᖅᐱᑦ?”

   Answer: You could hurt your head.

4. Continue the conversation by asking:

   “ᓇᐅᒃᑯᑦ ᑐᒃᑲᕆᐊᓕᒃᑯᕕᑦ ᖃᓄᐃᙱᑦᑎᐊᕋᔭᖅᐱᑦ?”

   Answers should include: close to home, the schoolyard, parks, quiet streets.

   “ᖃᓄᐃᑦᑐᓂᒃ ᐊᓐᓄᕌᖅᓯᒪᓪᓗᐊᖅᐱᑦ ᑐᒃᑲᕆᐊᓕᓕᕈᕕᑦ?”

   Answers: bright colours so you be seen easily, anything that is not too loose and could get tangled in the spokes.

5. Say to the students:

   “ᑕᒪᑦᑕ ᐅᖃᕐᓗᑕ ᑲᑎᖅᓱᐃᓂᐊᖅᑐᒍ ᑎᑎᖅᐸᓪᓕᐊᓂᐊᖅᑕᓐᓂᒃ, ᒪᓕᒋᐊᖃᖅᑕᑦᑎᓐᓂᒃ ᑐᒃᑲᓇᐊᓕᖕᓂᒃ ᐊᕐᑯᑎᓪᓗᑕ ᖃᓄᐃᙱᑦᑎᐊᕈᓐᓇᕐᓂᐊᕋᑦᑕ. ᐅᖃᑲᑖᓂᒃᑯᑦᑕ ᑐᓂᐅᖃᕐᓂᐊᖅᑕᔅᓯ ᐊᔾᔨᙳᐊᓂᒃ ᑎᑎᕋᐅᔾᕐᓂᐊᖅᑕᕐᓂᒃ. ᑎᑎᕋᐅᔾᓂᒃᑯᕕᑦ ᓂᐱᑎᓐᓂᐊᖅᑕᕗᑦ ᒪᓕᒋᐊᖃᖅᑕᑦᑕ ᐊᑖᓄᑦ.”

6. The chart paper should have a title like How to Be a Safe Biker, Bike Safety Rules, or any other title you choose. Write the numbers 1 to 5 on the chart paper (leaving room under each number for the students’ pictures).

7. Ask the students:

   “ᑭᓱ ᓯᕗᑦᓕᖅᐹᖑᕙ ᐱᒻᒪᕆᐅᓛᖑᓪᓗᓂᓗ ᒪᓕᒋᐊᖃᖅᑕᕗᑦ ᑐᒃᑲᓇᐊᓕᖕᒥᒃ ᐊᕐᑯᑎᓪᓗᑕ?”

   Answer: Always wear a helmet.

   - Write “Always wear a helmet” beside the number 1.

8. Next, ask:

   “ᖃᓄᐃᑦᑕᓇᐊᖃᖅᐱᑦ ᓄᖅᑲᓈᓚᓯᒪᔪᒧᐊᕈᕕᑦ ᐊᒻᒪᔫᓐᓃᑦ ᑎᓴᒪᓄᑦ ᓴᖑᔭᓇᐊᓕᒃᑰᓕᕈᕕᑦ?”

   Answer: Stop and look both ways before you cross the street.

   - Write “Stop and look both ways before you cross the street when you get to a stop sign or intersection” beside the number 2.

9. Ask:

   “ᖃᓄᖅ ᑕᖅᓴᓕᖕᓂᒃ ᐊᓐᓄᕋᖅᓯᒪᓪᓗᐊᖅᐱᑦ ᑐᒃᑲᓇᐊᓕᖕᒥᒃ ᐊᕐᑯᓐᓂᐊᕈᕕᑦ?”

   Answer: Always wear bright clothing when you ride a bike.

   - Write “Always wear bright clothing” beside the number 3.

10. Next, ask:

    “ᑭᓲᕙᑦ ᑐᒃᑲᓇᐊᓕᒃᑎᓪᓗᑎᑦ ᖃᓄᐃᙱᑦᑎᐊᕐᓇᖅᑐᑦ?”

    Answers: parks, bike trails, quiet streets, etc.

    - Write “Bike in safe places like parks, quiet streets, and the schoolyard” beside the number 4.

11. Finally, ask:

    “ᖃᓄᐃᙱᑦᑎᐊᕐᓇᕐᓂᖅᓴᐅᕙ ᑐᒃᑲᓇᐊᓕᒃᓗᓂ ᐃᓄᑑᓗᓂ ᐱᖃᓐᓇᓇᔭᒥᒃᓘᓐᓃᑦ ᐱᖃᑎᖃᕐᓗᓂ?”

    Answer: Biking with a friend or family member is more fun and safer because there is someone to help you if you need it.

    - Write “Always bike with a friend or family member” beside the number 5.

12. When you have completed the list, divide the students up into five groups. Distribute one different page from the **Safe Biking** activity worksheet to each group. Say to the students:

    “ᑲᑐᔾᔨᖃᑎᒌᑦᓗᓯ, ᐊᒥᐊᓇᕐᑯᕙᒃᓯ ᐊᔾᔨᙳᐊᓂᒃ ᐱᔭᕐᓯᓐᓂᒃ. ᐱᐊᓂᒃᑯᕐᓯᐅᒃ ᐊᒥᐊᖅᑕᓯ, ᑎᑎᕋᖅᓯᒪᔪᑦ ᐊᑖᓄᑦ ᐃᓕᓂᐊᖅᑐᑦ.” When the groups are finished, invite each group to tape or glue their picture to the chart. When they are all attached, read through the list again. Say:

    “ᐅᓪᓗᒥ ᑐᒃᑲᓇᐊᓕᖕᓂᐅᑉ ᒥᒃᓵᓄᑦ ᐃᓕᑦᑎᕐᔪᐊᖅᐳᒍᑦ. ᐅᑯᐊ ᐃᓕᑕᕗᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᑐᒃᑲᓇᐊᓕᒃᓗᓂ ᖃᓄᐃᙱᑦᑎᐊᕈᓐᓇᕐᓃᑦ ᐊᑕᐅᑦᑎᒃᑰᕐᓗᑕ ᐅᖃᓕᒫᓚᐅᕐᓚᕗᑦ. ᒪᓕᒋᐊᖃᖅᑕᕗᑦ ᐃᓄᑑᓗᖓ ᐅᖃᓕᒫᓇᕈᒃᑭᑦ, ᑭᖑᓂᓐᓂ ᐃᓕᔅᓯ ᑕᒪᔅᓯ ᐅᖃᓕᒫᒃᑕᒃᓗᓯᐅᒃ.”

    - Read each rule one by one, allowing the students to repeat the rule after you.

13. When you are finished repeating the rules, hang the chart up in the classroom for the students to use for future reference. Say:

    “ᒫᓐᓇᐅᓕᖅᑐᕐᓕ ᑕᕝᕙ ᑕᒪᑦᑕ ᑐᒃᑲᓇᐊᓕᖕᓂᐅᑉ ᒥᒃᓵᓄᑦ ᖃᐅᔨᒻᒥᓂᒻᒪᓇᐅᓕᕐᑦᑕ, ᐃᓕᑕᑎᑦ ᐱᖃᓐᓂᓇᔭᕐᓄᑦ ᐃᓚᔅᓯᓐᓄᑦᓗ ᖃᐅᔨᔭᐅᑎᑦᑐᓐᓇᖅᓯᔭᓯ ᑐᒃᑲᓇᐊᓕᓕᕈᑎᒃ ᑲᐅᔨᒻᒥᓂᐅᓂᐊᕐᒥᖕᒪᑕ! ᐅᓇ ᑎᑎᕋᕐᕕᒋᔭᕗᑦ ᓴᖅᑭᔾᔭᕐᓂᐊᖅᑐᖅ ᑕᑯᒫᖓᔅᓯᐅᒃ ᐃᖅᑲᐃᖃᑦᑕᕐᓂᐊᕋᔅᓯ ᖃᓄᐊᓐᓄᒃ ᖁᕕᐊᓇᑦᑎᐊᕈᓐᓇᕐᒪᖔᑦ ᐊᒻᒪ ᐱᕈᓗᐊᕿᖃᑦᑕᔾᔭᖕᒋᓐᓇᔅᓯ ᑐᒃᑲᓇᐊᓕᒃᑎᓪᓗᓯ.”

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- Safe Bike Policy poster

ᐃᓕᓐᓂᐊᖅᑎᐅᑉ ᐊᑎᖓ: _____

ᐊᕐᑕᓇᔾᔭᐃᖅᓯᒪᕐᓗᓂ ᐸᐃᓯᑰᕐᓂᖅ

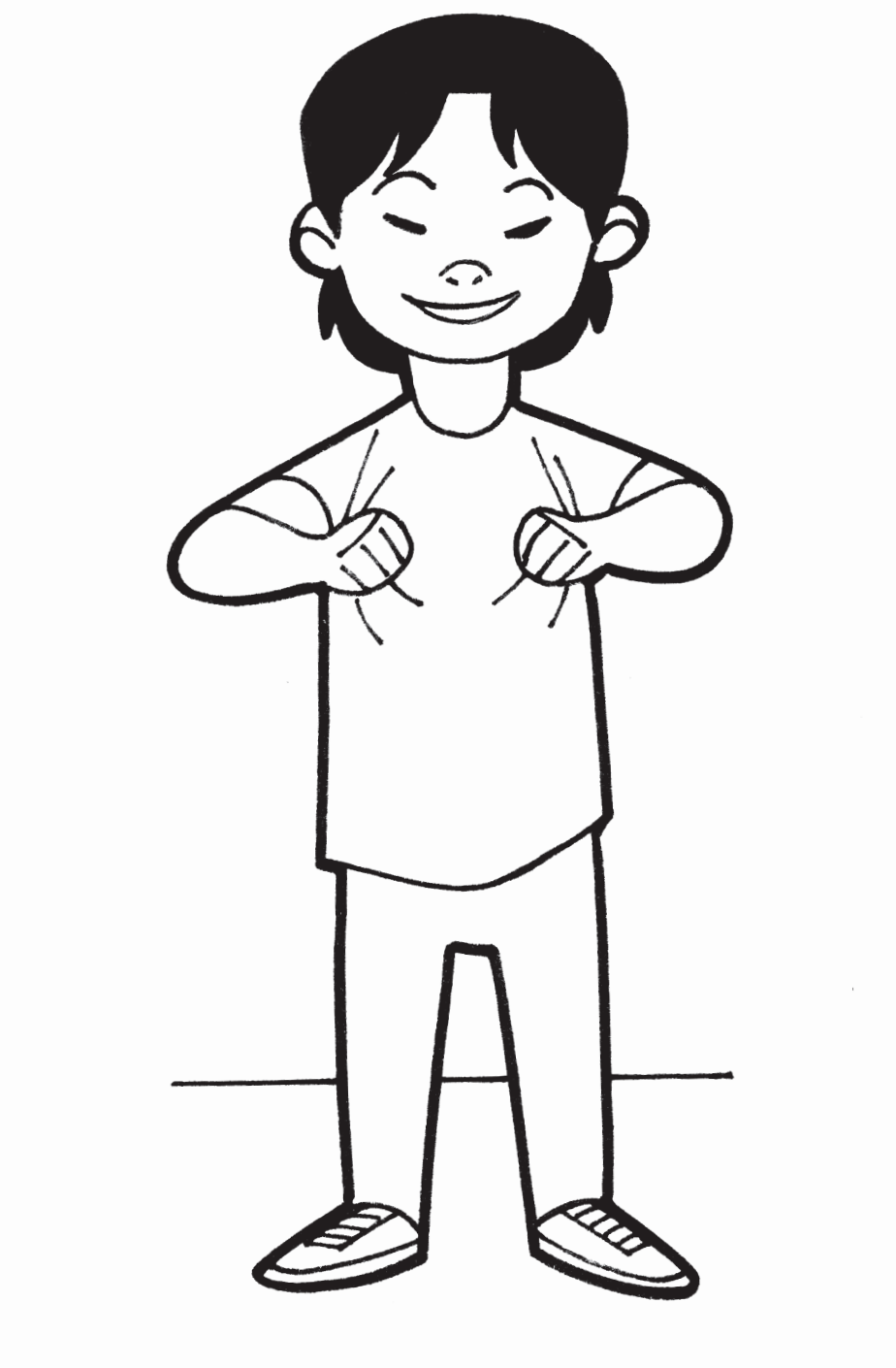
ᓇᓴᕐᒥᒃ ᕿᕋᕐᑕᔪᒥᒃ ᐊᑐᐃᓐᓇᐅᔾᕐᓂᖅ.

ᐃᓕᓐᓂᐊᖅᑎᐅᑉ ᐊᑎᖓ: _____

ᐊᑦᑕᓇᔾᔭᐃᖅᓯᒪᓪᓗᓂ ᐸᐃᓯᑰᕐᓂᖅ

ᓄᖅᑲᕐᓗᑎᒃ ᐊᒻᒪᓗ ᑕᑯᒋᐊᑦᑎᐊᕐᓗᑎ ᐊᖅᑯᑎ ᐃᑳᓚᐅᙱᓐᓂᕐᓂᑦ
ᑎᑭᐅᑎᒍᕕᐅᒃ ᓄᖅᑲᓇᐊᖃᕐᕕᖕᒥᑦ ᐅᑦᑭᓘᓐᓃᑦ ᐃᑳᕐᕕᖕᒥᑦ.

ᐊᑦᑕᓇᔾᔭᐃᖅᓯᒪᑦᓗᓂ ᐸᐃᓯᑰᕐᓂᖅ



ᖃᐅᒪᔪᓂᒃ ᐊᓐᓄᕌᖅᓯᒪᐃᓐᓇᐅᔾᔭᕐᓗᑎ.

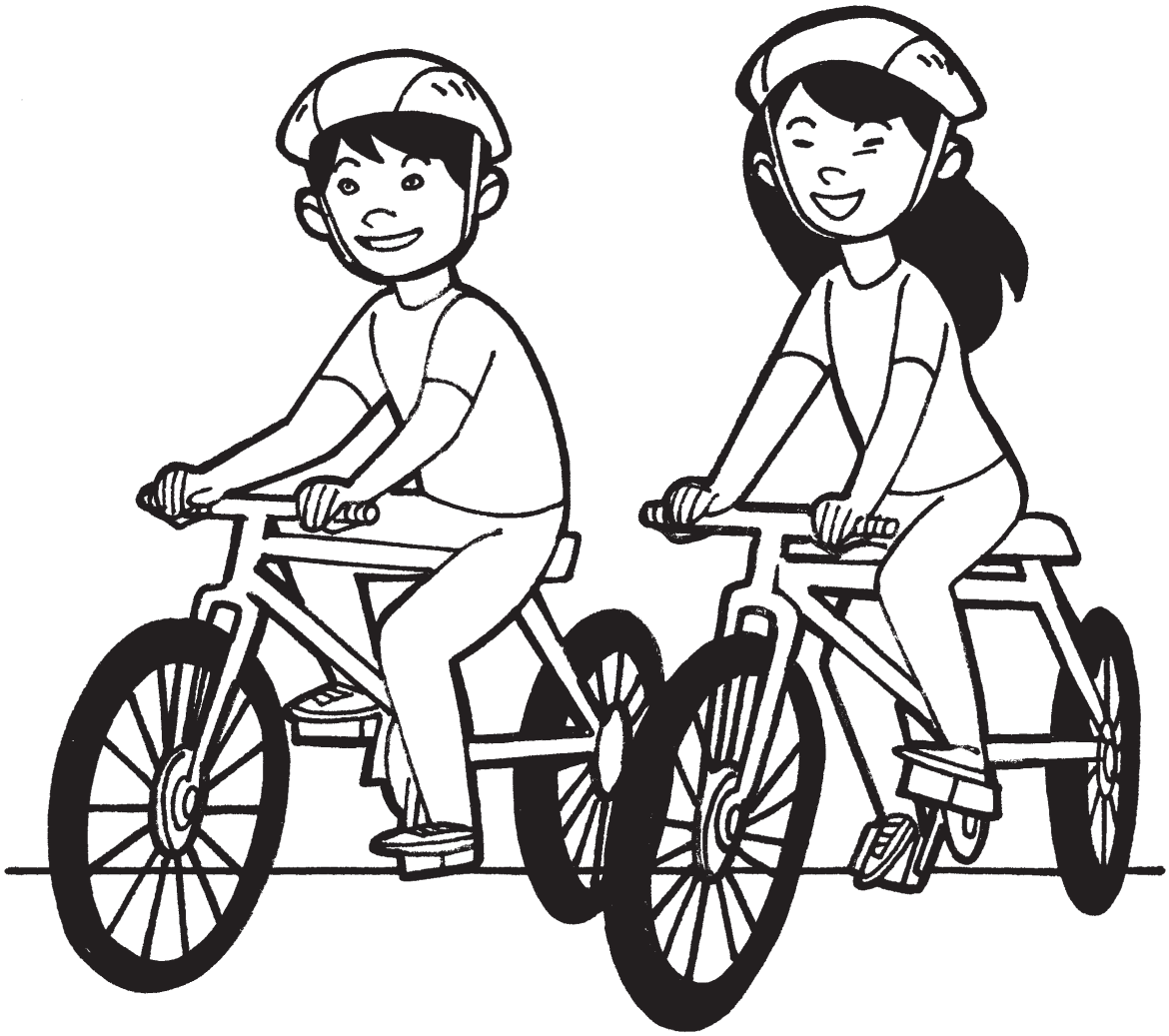
ᐃᓕᓐᓂᐊᖅᑎᐅᑉ ᐊᑎᖓ: _____

ᐊᑦᑕᓇᔾᔭᐃᖅᓯᒪᓪᓗᓂ ᐸᐃᓯᑰᕐᓂᖅ

ᐸᐃᓯᑰᖅᐸᓪᓗᑎ ᐊᑦᑕᓇᖕᒋᑦᑐᓂᒃ, ᓱᕐᓗ ᒥᙵᐃᖅᓯᕐᕕᖕᓂ,
ᓂᐱᖃᓗᐊᖕᒋᑦᑐᓂᑦ ᐊᖅᑯᑎᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᕕᖕᓂ ᐱᙵᐊᕐᕕᖕᒋᓐᓂᒃ.

ᐃᓕᓐᓂᐊᖅᑎᐅᑉ ᐊᑎᖓ: _____

ᐊᕐᑕᓇᔾᔭᐃᖅᓯᒪᕐᓗᓂ ᐸᐃᓯᑰᕐᓂᖅ



ᐸᐃᓯᑰᖅᑎᖅᑲᕐᐸᕐᓗᑎ ᐱᖅᑲᓇᕆᔭᓐᓂ ᐅᕝᕙᓘᓐᓃ ᐃᓚᒋᔭᓐᓂᒃ ᐱᖅᑎᖅᑲᕐᓗᑎ.