



## PEDESTRIAN AND BICYCLE SAFETY 2

### *“Rules of the Road”*

### Fourth Grade

- **The MORE HEALTH website is equipped with a classroom TEACHER section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>**
- **Password: resources**

### Pre-Visit Activities

- Click the link to play video: *Bike Safer Journey, 10-14 (5:07)*  
[https://youtu.be/Y0l\\_uhSRKks](https://youtu.be/Y0l_uhSRKks)  
and  
*Pedestrian Safer Journey, 10-14 (4:54)*  
<https://youtu.be/E5BFdJu-pjE>
- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the words, but rather a beginning familiarity.
- Make a list of all students who ride bicycles. Place a check by their name if they own and use a helmet. Assess this information before and after the presentation to reflect changes in behavior.

### Suggested Post-Visit Activities

- Have your students determine the number of pedestrian and bicycle crashes in their community using websites like the Florida Department of Transportation, Department of Motor Vehicles, and the CDC. Have them use this information to graph yearly trends.
- Have students write a letter to MORE HEALTH or their principal promoting the concept and benefits for walking and cycling to school.
- Discuss the helmet law with your students. Why do we have laws? What are some laws they know about? What are some “laws” (rules) around your school?
- Create a writing assignment for your students, topics can include:
  - Why should a cyclist wear a bicycle helmet?
  - What is the Florida Helmet Law?
  - Name three things you learned from the Rules of the Road presentation.
  - Have you ever been a role model as a pedestrian? What did you do?
- Have students use sidewalk chalk and share safety tips and messages on the sidewalks around the school, especially around crosswalks, bike racks, etc.
- Create a banner with safety message/pledge and have students sign the banner pledging *to... (i.e.: always wear a helmet, always follow the rules of the road, etc.)*

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#### Vocabulary

- **bicycle<sub>n</sub>** a vehicle with two wheels in tandem, usually propelled by pedals connected to the rear wheel by a chain, and having handlebars for steering and a saddle like seat
- **blind spot<sub>n</sub>** an area around a car, truck, etc., that the driver cannot see
- **buffered bike lane<sub>n</sub>** conventional bicycle lanes paired with a designated buffer space separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane
- **concussion<sub>n</sub>** a type of traumatic brain injury that happens when the brain is jarred or shaken hard enough to bounce against the skull
- **consequences<sub>n</sub>** something that happens as a result of a particular action or set of conditions
- **crosswalk<sub>n</sub>** a path marked off on a street to indicate where pedestrians should cross
- **danger<sub>n</sub>** a person or thing that is likely to cause injury, pain, harm, or loss
- **distractions<sub>n</sub>** something that makes it difficult to think or pay attention
- **fatality<sub>n</sub>** a death that results from a disaster, accident, etc.
- **hematoma<sub>n</sub>** a solid swelling of clotted blood within the tissues
- **identification<sub>n</sub>** something that shows who a person is: a document, card, etc., that has your name and other information about you
- **intersection<sub>n</sub>** the place or point where two or more things come together; the place where two or more streets meet or cross each other
- **median<sub>n</sub>** a paved or planted strip dividing a highway into lanes according to direction of travel
- **pedestrian<sub>n</sub>** a person who goes or travels on foot; walker
- **risk<sub>n</sub>** a situation involving exposure to danger
- **role model<sub>n</sub>** a person whose behavior in a particular role is imitated by others
- **severity<sub>n</sub>** the fact or condition of being severe
- **surroundings<sub>n</sub>** the places, conditions, or objects that are around you

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#### Goals

- Students will know pedestrian and bicycle traffic safety rules.
- Students will understand how to be a safe pedestrian around traffic and while crossing streets.
- Students will understand the importance of protecting their brain while riding a bike, scooter, rollerblading, or skateboarding.

#### Objectives

- Students will be able to describe the purpose of a bicycle helmet.
- Students will be able to identify at least three risky behaviors and the corresponding safe behaviors for bicycle riders.
- Students will be able to identify at least three risky behaviors and the corresponding safe behaviors for pedestrians.

#### Standards

- HE.4.B.3.3 examine resources from home, school and community that provide valid health information. *(suggested post-visit activity)*
- HE.4.B.5.1 identify circumstances that can help or hinder healthy decision making.
- HE.4.B.5.3 predict the potential short-term impact of each option on self and others when making a health-related decision.
- HE.4.B.5.4 choose a healthy option when making decisions for yourself and/or others.
- HE.4.B.6.1 create a personal health goal and track progress toward achievement. *(suggested post-visit activity)*
- HE.4.C.1.1 identify the relationship between healthy behaviors and personal health.
- HE.4.C.1.3 describe ways a safe, healthy school environment can promote personal health.
- HE.4.C.1.4 describe ways to prevent common childhood injuries and health problems.
- HE.4.C.2.2 explain the important role that friends/peers may play in health practices and behaviors.
- HE.4.C.2.3 explain the important roles that school and community play in health practices and behaviors.
- HE.4.C.2.4 recognize types of school rules and community laws that promote health and disease prevention. *(suggested post-visit activity)*

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- HE.4.CE.1.1 explain how attitudes and thoughts can influence your behavior your behavior and can impact others.
- HE.4.CE.6.2 identify opportunities to actively participate as a responsible citizen in the school and the local community. (*suggested post-visit activity*)
- HE.4.P.7.2 discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- HE.4.P.8.1 assist others to make positive health choices.
- PE.4.C.2.2 understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
- PE.4.L.3.6 discuss the importance of wearing a bicycle helmet.
- LAFS.4.R.1.1.3 identify the reasons and evidence a speaker provides to support particular points.
- LAFS.4.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (*suggested post-visit activity*)
- LAFS.4.L.1.2 demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing. (*suggested post-visit activity*)
- LAFS.4.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.4.W.1.1 write opinion pieces on topics or texts, supporting a point of view with reasons and information. (*suggested post-visit activity*)
- LAFS.4.W.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*suggested post-visit activity*)
- LAFS.4.W.3.7 conduct short research projects that build knowledge through investigation of different aspects of a topic. (*suggested post-visit activity*)
- ELA.4.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- SC.35.CS-PC.3.2 gather, organize, and analyze information from digital resources. (*suggested post-visit activity*)
- SC.35.CS-CP.1.3 identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies. (*suggested post-visit activity*)
- SC.35.CS-CP.1.4 collect, organize, graph, and analyze data to answer a question using a database or spreadsheet. (*suggested post-visit activity*)

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