



## PEDESTRIAN AND BICYCLE SAFETY 1

*“Safe Walkers and Safe Wheels”*

### First 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 videos:  
*Bicycle Safer Journey (5:02)* <https://youtu.be/dkoVxBnnGko>  
and  
*Pedestrian Safer Journey (5:10)* <https://youtu.be/PzghGxEqBMQ>
- Author read aloud: *Bicycling Rules of the Road-The Adventures of Devin Van Dyke* by Kelly Pulley: <https://youtu.be/QsmUF8PHXLw>
- 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 your students who ride bikes. Put a check by their name if they own and use a helmet. This information *can* be used during and after the lesson to reflect changes in behavior.

### Suggested Post-Visit Activities

- To reinforce the safe walking practices the students have learned, view the following video: *Walk this Way (3:39)* <https://www.youtube.com/watch?v=-t2oX6zQEyU&t=4s>
- Have students make street signs that can be placed around the room. Have them discuss the shapes as well as the words on the signs. Explain that shapes and colors of signs send them a message.
- Have your students create posters to encourage other students to wear helmets when on their bicycles, scooters, or skateboards. There could be a contest with the winning poster(s) displayed in the school.

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### First Grade

### Vocabulary

- **avoid<sub>v</sub>** to keep away from
- **brain<sub>n</sub>** the organ inside the head that controls everything the body does
- **crosswalk<sub>n</sub>** a path marked off on a street to indicate where pedestrians should cross.
- **helmet<sub>n</sub>** a hard covering to protect the head worn by soldiers, certain athletes, bicycle riders, etc.
- **law<sub>n</sub>** a rule that tells people what they must or must not do, made by the government of a city, state, or nation
- **pedestrian<sub>n</sub>** a person who is walking
- **risk<sub>n</sub>** the chance of getting hurt, danger
- **safety<sub>n</sub>** freedom from harm or danger
- **sign<sub>n</sub>** a piece of paper, wood, or metal with words or pictures that give you information or a warning on it (example – stop, do not enter, etc.)
- **signal<sub>n</sub>** something that tells when some action will begin or end (example - putting out right arm means you will turn right)
- **vehicle<sub>n</sub>** a machine, usually with wheels and an engine, used for carrying people or things over land
- **yield<sub>v</sub>** to give the right-of-way

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### First Grade

#### Goals

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

#### Objectives

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

#### Standards

The student will...

- HE.1.B.4.2 describe good listening skills to enhance health.
- HE.1.B.5.1 describe situations when a health-related decision can be made individually or when assistance is needed.
- HE.1.B.5.2 identify healthy options to health-related issues or problems.
- HE.1.B.5.3 explain the consequences of not following rules/practices when making healthy and safe decisions.
- HE.1.C.1.1 identify healthy behaviors.
- HE.1.C.1.4 identify ways to prevent childhood injuries in the home, school, and community settings.
- HE.1.C.2.4 recognize health consequences for not following rules.
- HE.1.P.7.1 tell about behaviors that avoid or reduce health risks.
- HE.1.P.8.1 encourage others to make positive health choices. (*suggested post-visit activity*)
- ELA.1.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- PE.1.L.3.7 identify edges, pedestrians, vehicles, and traffic.

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