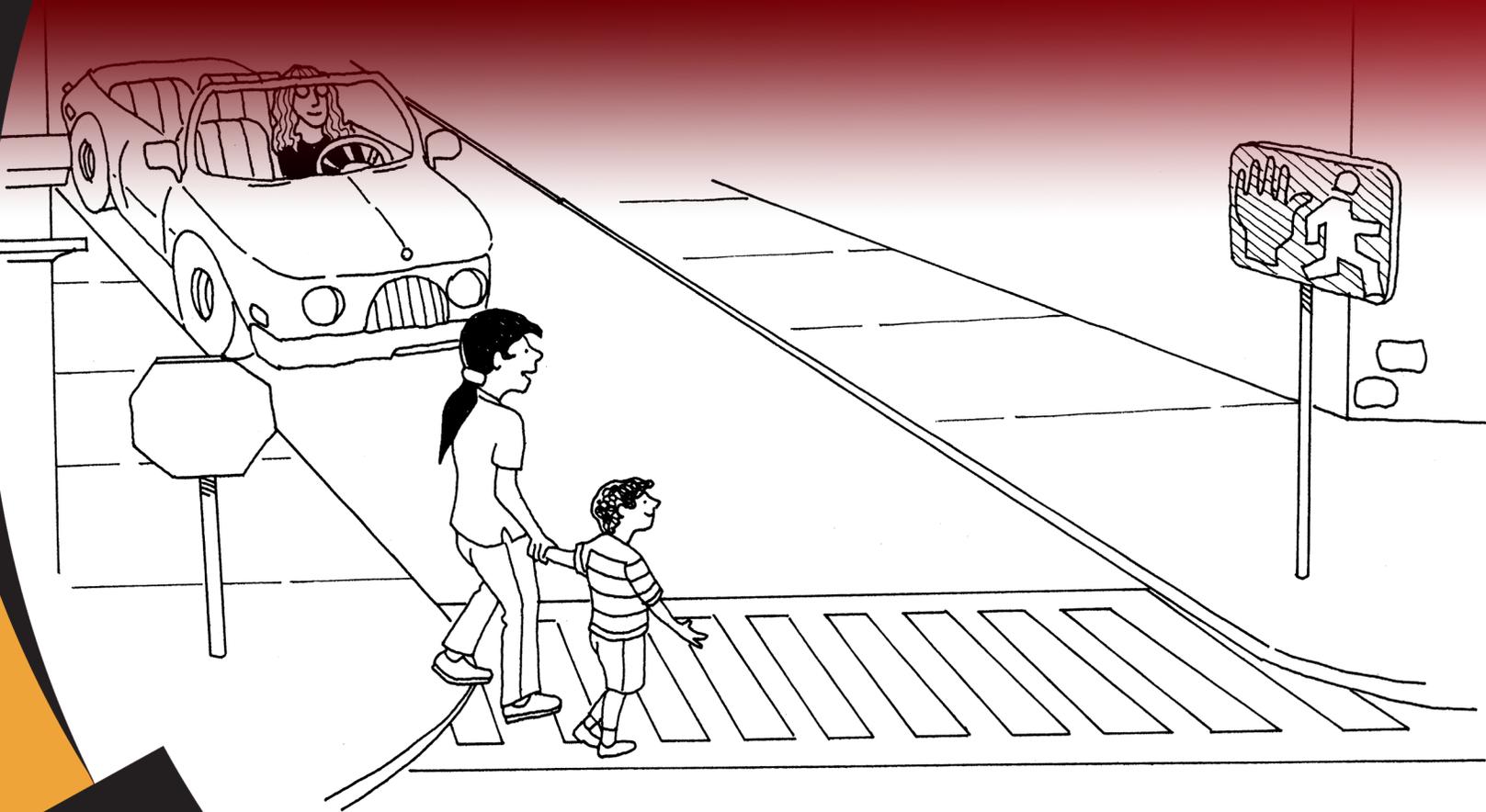


Walk and Bike *Safely*

Teacher's Guide

Beginning Level Curriculum for Adult English Language Learners



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Introduction:

When immigrants first arrive in the United States, they often rely on walking and bicycling as primary means of transportation. However, these newcomers may not be familiar with U.S. traffic signs, signals, and practices. The language barrier might affect their ability to understand how to travel safely. For these reasons, they are at a higher risk of being involved in pedestrian and bicycle crashes (Moreno & Sipress, 1999; National Highway Traffic Safety Administration, 2010). While reaching all immigrants is important, Hispanic/Latino immigrants are the largest immigrant population in the United States, and are disproportionately affected by pedestrian and bicycle traffic related crashes in the United States. Reaching this group with an educational injury prevention program about safety when walking and bicycling therefore is imperative.

The *Walk and Bike Safely for Beginning English Language Learners* curriculum is designed specifically for use by teachers and volunteers working with adult immigrants who are beginning English language learners. The curriculum consists of a teacher's guide, a student workbook, and two listening segments for student practice. The program conveys key safety messages while learning English. The safety messages teach behaviors that can enhance safety when walking and bicycling and encourage students to share and apply these behaviors with their children and other family members to help keep them safe.

Walk and Bike Safely consists of six lessons. The first three focus on pedestrian safety and traffic signage, and the last three on bicycle safety. All contain messages relevant to both pedestrians and bicyclists and to road safety generally. While each lesson may be used independently, it is recommended that they be used sequentially. Each lesson presents different safety messages and key vocabulary items that are repeated and reinforced throughout the six lessons.

For learners at higher levels of English proficiency, a separate curriculum, *Pedestrian and Bicycle Safety Curriculum for Adult English Language Learners*, is available for free download at: [http://nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+\(ESL\)+Teachers+and+Learners](http://nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+(ESL)+Teachers+and+Learners)



Student Audience and Program Types:

Learners

While the *Walk and Bike Safely* is designed for adult English language learners at the beginning levels of proficiency, the population of learners at this level is diverse and includes adults from many different language and educational backgrounds. Beginners may include those who have been in the United States for several years but have not taken English classes, as well as newcomers, immigrants or refugees who have recently arrived in the United States. This curriculum also describes adaptations of some activities for learners with limited literacy skills, or *literacy-level learners* (often described as those with six or fewer years of education in their native countries). Because each activity in the curriculum uses illustrations, teachers may use them to convey safety messages to those who understand very little spoken English. However, this curriculum may not be appropriate for nonliterate learners (those who have had no access to literacy instruction in their own languages) or those who are non-Roman-alphabet literate (those who are literate in Arabic, Thai, Russian, Korean, etc.).

Programs

This curriculum is designed to be used in many different types of adult English language and family literacy programs. It can be used in large and small programs in colleges, community centers, private establishments, places of worship, and other locations where educational and orientation services are provided for adult immigrants and their families. It can be used in class settings or in one-on-one tutoring sessions. The Teacher's Guide provides detailed, step-by-step instructions for each activity, making it easy to use for volunteers, tutors, and new instructors, as well as experienced teachers.

Instructional Considerations:

Curriculum Structure

Walk and Bike Safely is comprised of two parts: a Teacher's Guide and a Student Workbook. Each of the six lessons in the curriculum contains five activities, lettered "a" to "e." These five activities are similar in each of the six lessons, so that the lesson structure becomes predictable and familiar for learners.

- **Activity a** is an introduction to the themes of the lesson through guided conversation about an illustration;
- **Activity b** is a vocabulary-building exercise;



- **Activities c and d** are interactive activities such as picture stories, surveys, listening, and conversational exercises; and
- **Activity e** is always a review of the lesson's content. In addition, each activity incorporates one or more illustrations, so that messages are clear even though the language may not be.

Each lesson in this guide is introduced by a page that lists the safety messages, key vocabulary, materials, preparation, teacher's notes for that lesson, and emphasis points.

Time Allocation

Though the introductory page of each lesson states the lesson will take one hour to complete, this time is approximate and depends on many factors, including students' proficiency levels, the number of students, and instructional choices. For example, a teacher may choose to take students on a community walk to observe some of the signs and signals that are introduced in a lesson, and therefore take longer than an hour to complete all five activities in that lesson. Individual lessons may also be spread out over a number of class sessions, or teachers may decide to select only parts of lessons to do with students.

Instructional Techniques

The teacher's guide contains detailed, step-by-step instructions for each activity. Teachers may additionally use the following techniques and overall instructional strategies as they lead beginning learners through Walk and Bike Safely:

- **Make connections to learners' life experiences.**

Unlike children, adult learners bring a wealth of knowledge and experiences to the classroom. Drawing on this knowledge and experience can help adults learn and stay motivated. Whenever possible, make connections between the activities, the safety messages, and your adult learners' daily lives, communities, and past experiences (Florez, 2003).

- **Speak slowly, clearly, and simply.**

Most of us are not fully aware of how quickly we speak. To learn, adult English language learners need to hear language that they can understand. Speak slowly in class or in the tutoring session, enunciate well, and avoid idioms that may be unfamiliar to those who did not grow up in the United States (e.g., a drop in the bucket, shake a leg, miss the boat). Do not use a long word when a short one will do.

- **Use demonstrations and visuals.**

Adults at the beginning levels of language proficiency are helped by visual aids of all types. Whenever possible, bring in objects to class to illustrate vocabulary words and



draw pictures on the board or flip chart. When explaining a safety practice, demonstrate it at the same time. Be creative—create roads and crosswalks in the classroom using tape, desks, and other objects. Encourage students to join in the demonstrations, a practice which will reinforce the safety practices (Burt, Peyton, & Schaetzel, 2008).

- **Create opportunities for pair and group work.**

The best way to learn English is simply through interacting and communicating in English. Walk and Bike Safely offers many activities that may be done in pairs or small groups. Encourage learners to work together to complete tasks, speaking English as much as possible (Burt, Peyton, & Schaetzel, 2008).

- **Involve learners' families in class activities.**

Many adult learners have children at home. Encourage them to share the safety messages with their children or invent ways to include children in class activities to promote safety (such as a field trip to a store to buy reflective tape) (Burt, Peyton, & Schaetzel, 2008).

Listening Segments:

Walk and Bike Safely incorporates two recorded listening segments. These short segments are used in **Lesson 2, Activity 2c**, and in **Lesson 4, Activity 4d**. These segments are available for free download along with this curriculum. If you do not have the ability to play these segments in your class or tutoring session, the texts of the segments are listed in the appropriate activities in the Teacher's Guide.



Key Vocabulary:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
car	child	bright color	back	bicyclist	car door
cell phone	driveway	cloudy	bicycle/bike	crash	dangers
to cross	hold hands	dark	buckle	light	gravel
crosswalk	pedestrian	evening	fit	obey	pothole
curb	play	flashlight	front	ride	rules
dangerous	sign	morning	hand	sign	slow
driver	signal	night	handlebars	signal	
intersection	stop	rainy	headlight	traffic	
road	wait	reflective tape	helmet	yield	
safe	watch	see	loose		
sidewalk		visible	reflector		
to text					
traffic					
to walk					



Discussion of Vocabulary:

A number of choices concerning terminology were made during the creation of this curriculum. Some of these choices are explained below.

- *Vehicle*

The term *vehicle* may not be familiar to adult learners, who may only know words for individual vehicles (e.g., *cars, trucks, bus, bicycle*). Nonetheless, the word *vehicle* is taught in this curriculum because the concept of watching out for all *vehicles* (not only cars and trucks, but also bicycles and other vehicles) is so important in pedestrian and bicycle safety. Also note that when riding on a roadway, a bicycle is considered a vehicle. The curriculum teaches that when riding in the roadway, a bicycle must follow all the same rules of the road as a motorized vehicle.

- *Bicycle versus Bike*

In general, the word *bicycle* is used as a noun in this curriculum (*I bought a bicycle*), while the word *bike* is used as an action verb (*I bike to the store*). However, help learners understand that both *bicycle* and *bike* can be nouns referring to the vehicle in question. Students may also be familiar with the construction *ride a bike/bicycle*. If so, help them understand that *to bike* and *to ride a bike/bicycle* usually denote the same thing. If students bring it up, mention that in the United States *bike* is also used to refer to motorcycles.

- *Traffic*

In *Walk and Bike Safely*, the term *traffic* refers not only to cars and other motor vehicles, but also to pedestrians and bicycles as well. Make sure that the full meaning of this term is clear to learners.

- *Crash versus Accident*

The term *crash* is used in this curriculum, instead of the variant *accident*, when describing an event in which a vehicle hits a pedestrian, another vehicle, or an object such as a curb or pole. NHTSA does not promote the use of the word *accident*, which may seem to imply that no one was at fault. The term *crash* is a better description of the reality of the event. However, adult learners may be more familiar with *accident* than *crash*. If so, let them know that these terms mean the same thing, but continue to use the term *crash* while teaching the safety messages.



Key Safety Messages:

Each of the six lessons in *Walk and Bike Safely* seeks to convey several important safety messages. Because this curriculum is designed for learners at the lowest levels of English language proficiency, many of the safety messages are meant to be conveyed through illustrations, demonstrations, and class activities. Therefore, the messages of each lesson are listed for the benefit of the teacher. It is recommended that the teacher become familiar with these safety messages and judge whether or not the content of each is clear to learners by the end of each lesson. The curriculum teaches the following pedestrian and bicycle safety messages:

Lesson 1: Walk *Safely* – Be Careful

- Pay attention when you walk on or near roads.
- Walk on the sidewalk. When there is no sidewalk, walk facing traffic.
- Cross the road at crosswalks or intersections.
- Before crossing the road look left, right, and left again for traffic. As you cross, continue to look for traffic.
- Do not listen to music, talk on a cell phone, or send text messages when crossing the road.

Lesson 2: Walk *Safely* – Watch Children Near Roads

- Obey pedestrian signs and signals: Crosswalk, Stop, Walk, and Don't Walk
- Hold children's hands when crossing the road.
- Watch children at all times around roads.
- Do not let children play in roads or driveways.

Lesson 3: Walk *Safely* – Be Visible

- Sometimes drivers cannot see you, even though you can see them.
- You are less visible to drivers at night, at dawn and dusk, and in rainy weather.
- Wear bright clothing and carry a flashlight to make yourself more visible to drivers.
- Use reflective tape on clothing to make you and your family more visible to traffic.



Lesson 4: Bike *Safely* – Use Safe Gear

- Wear a helmet every time you ride a bicycle.
- Make sure your bicycle and helmet fit.
- Be visible.
- Use a headlight in front and a reflector in back when riding a bicycle at night.

Lesson 5: Bike *Safely* – Follow Traffic Rules

- Ride on the right, in the same direction as cars.
- Obey signs and signals: traffic light, stop sign, one way, pedestrian crossing, and no bicycles.
- Behave predictably, just like a vehicle.
- Pay attention to traffic.

Lesson 6: Walk and Bike *Safely* – Pay Attention

- Watch for traffic: cars, pedestrians, and other bicyclists.
- Watch for dangers in the road: parked cars, car doors opening, potholes, gravel, leaves, etc.
- Listen for traffic: Do not use cell phones or listen to music while crossing the road or riding a bicycle.



Resources on Pedestrian and Bicycle Safety:

The teacher may wish to explore the topics of pedestrian and bicycle safety in more depth in preparation for class or to seek out additional information for learners and families of learners at higher levels of English language proficiency. For additional information and resources on the topics of pedestrian and bicycle safety, visit the following Web sites:

- National Highway Traffic Safety Administration (NHTSA): NHTSA provides pedestrian and bicycling safety information, related specifically to safety education and enforcement. Direct links to the sites include:

- *Bicycles* (includes numerous educational resources and bicycle safety facts regarding children and older people): <http://www.nhtsa.gov/Bicycles/>.
- *Pedestrians* (includes numerous educational resources and pedestrian safety facts regarding children and older people): <http://www.nhtsa.gov/Pedestrians>.

The following Spanish language resources may also be helpful:

- *Pedestrian and Bicycle Safety Among Hispanics* (poster and brochure): <http://www.nhtsa.gov/Driving+Safety/Bicycles/Pedestrian+and+Bicycle+Safety+among+Hispanics>.
- Pedestrian and Bicycle Information Center (PBIC): www.pedbikeinfo.org. PBIC is the national clearinghouse for pedestrian and bicycle information with a focus on improving the quality of life in communities through the increase of safe walking and bicycling as a viable means of transportation and physical activity. It offers information and training to diverse audiences about health and safety, engineering, advocacy, education, enforcement, access, and mobility as they relate to pedestrians and bicyclists. PBIC is funded through the U.S. Department of Transportation.
- National Center for Safe Routes to School (NCSRTS): www.saferoutesinfo.org. NCSRTS is the national clearinghouse for the Safe Routes to School national program, with a focus on enhancing safety to encourage and enable children from kindergarten to 8th grade to walk and bike to school. NCSRTS is funded through the U.S. Department of Transportation.

Conclusion:

We hope this curriculum will not only teach students the English language, but will encourage new immigrants to adopt traffic-related safety behaviors when walking and bicycling, and to share and encourage the safe behaviors with family members and friends. In so doing, traffic-related crashes and injuries can be avoided and lives can be saved. Further, we hope the curriculum is useful and enjoyable for students and teachers alike.



References:

Burt, M., Peyton, J., & Schaetzel, K. (2008). *Working with adult English language learners with limited literacy: Research, practice, and professional development*. Washington, DC: Center for Applied Linguistics.

Florez, M. A. C. (2003). *Working with literacy-level adult English language learners*. Washington, DC: Center for Applied Linguistics.

Moreno, S., & Sipress, A. (1999, September 7). High rate of Latino pedestrian deaths alarms traffic analysts: A culture clash pits immigrants against autos. *The Washington Post*. http://articles.sfgate.com/1999-09-07/news/17700900_1_pedestrian-safety-rate-of-pedestrian-fatalities-latino-community

National Highway Traffic Safety Administration. (2010). Pedestrian and bicycle safety among Hispanics. Washington, DC: Author. <http://www.nhtsa.gov/Driving+Safety/Bicycles/Pedestrian+and+Bicycle+Safety+among+Hispanics>

NHTSA (2010). Pedestrian and Bicycle Safety Curriculum for Adult English Language (Intermediate Level): [http://www.nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+\(ESL\)+Teachers+and+Learners](http://www.nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+(ESL)+Teachers+and+Learners)



Lesson 1:

Walk *Safely* - Be Careful





Safety Messages:

- Pay attention when you walk on or near roads.
- Walk on the sidewalk. When there is no sidewalk, walk facing traffic.
- Cross the road at crosswalks or intersections.
- Before crossing the road, look left, right, and left again for traffic. As you cross, continue to look for traffic.
- Do not listen to music, talk on a cell phone, or send text messages when crossing the road.

New Vocabulary:

car	intersection
cell phone	road
to cross	safe
crosswalk	sidewalk
curb	to text
dangerous	traffic
driver	to walk

Other Important Vocabulary:

be careful, hit, hurt, left/right, listen, match, middle, see, talk

Time:

1 hour (This time is approximate and depends on instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- Whiteboard or flip chart and three or four markers of different colors
- Scissors
- Masking tape, chalk, or wide white paper strips for making crosswalks and intersections on the floor
- Photocopies of **Activity 1c (Student Workbook, page 8)**, cut into individual illustration cards and shuffled. (There should be one stack of cards for each pair of students. Do not include the captions with the cards unless students are literacy level or complete beginners.)
- Optional: Pictures of cars, trucks, bicycles, and people walking cut from magazines for use in **Activity 1c**.





Activity 1a:

Introduction and Warm-Up

Notes to Teacher:

- a. The suggested questions below and throughout this curriculum are written largely in the present tense, but could be changed to the present continuous or past tense according to students' level and your language focus in the class.
- b. In this activity and throughout the curriculum, the word *bike* is used when denoting the action verb (e.g., Do you bike to work?) and the word *bicycle* is used to denote the noun (e.g., I like my bicycle). However, if students ask, tell them that the item can be called either a *bike* or a *bicycle* – both words are acceptable. Students may be familiar with only one or both of the terms

1. Ask students how they get to class. If needed, use demonstrations and drawings on the board to make sure students understand the terms *walk*, *bike*, and *drive*. You may also wish to ask students about their use of public transportation.

How do you get to class?

Do you walk? Do you bike? Do you drive?

Do you take the bus or train?

Make a note of any students who said they walk to class.



2. Ask students to look at the illustration in **Activity 1a (Student Workbook, page 6)**.

Ask:

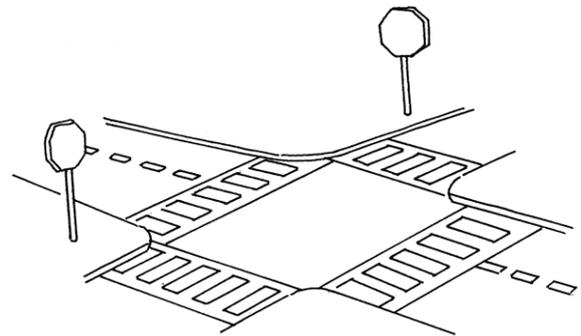
What do you see?

What are they doing?

3. Write these terms on the board:

car curb road crosswalk intersection
sidewalk crossing the road

To ensure students understand the term *intersection* and differentiate it from *crosswalk*, you may need to draw a four-way intersection on the board:



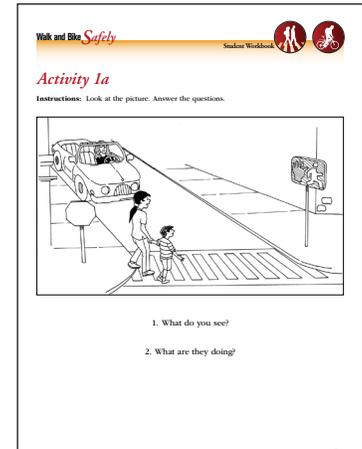
4. Practice the pronunciation of the words. Check vocabulary comprehension by pointing to items in the illustration and asking students to identify them.
5. Turn students' attention back to those people who said they walk to class. Ask the walkers:

Do you walk on the sidewalk?

Do you walk on the road? Is that safe?

Emphasize:

- People are supposed to walk on the sidewalk when there is one, because that is *safer* than walking on the road.





- Write the word *safe* on the board. Help students to understand its meaning through demonstrations, drawings, or translation.
- Practice the pronunciation of the word.

Emphasize through drawings or demonstrations:

- If a person must walk in the street because there is no sidewalk, it is safer to walk on the left side of the street *facing traffic*—not in the same direction as traffic.

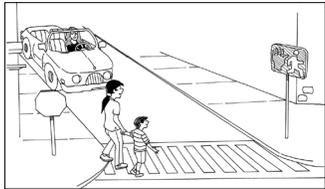
Extended Practice Ideas:

- Have a conversation about crossing the roads near the building where your classes are held. Ask students if there are crosswalks, cars, and sidewalks. Encourage students to identify things using the new vocabulary words. Use this opportunity to emphasize the safety messages in this activity.
- Take students outside for a walk, if possible. Have the group identify what they are seeing or fill out an inventory or checklist of the crosswalks, cars, sidewalks, and intersections that they encounter during the walk.
- Have the whole class work together to dictate a short, simple story to you about the illustration in **Activity 1a (Student Workbook, page 6)**. Encourage them to tell you what happened and what the consequences were. Students should work together; they can correct each other, suggest alternatives to story lines, and reach consensus on the best course of events. As students tell the story, write what they say on the board without correcting grammatical errors. After the story is complete, review it with the students and work with them to correct the language in the story. Let them see you erase incorrect language and

Walk and Bike *Safely* Student Workbook  

Activity 1a

Instructions: Look at the picture. Answer the questions.



1. What do you see?

2. What are they doing?

16



replace it with correct language. Once the story is grammatically correct, read it aloud to students at least twice. Follow up with any of the following additional activities, depending on students' level of English and literacy:

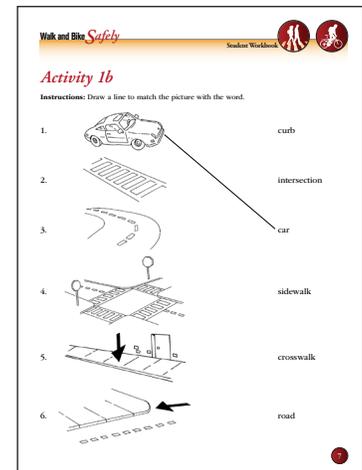
- Cover up the story on the board and have students retell the story to each other in pairs.
- Cover up the story on the board and have lower level students retell the story to a more advanced student, who will write it down and make sure the language is correct.
- Write the story onto a piece of paper, with each sentence on a separate line on the paper. Photocopy the paper, cut the photocopies into sentence strips, and shuffle each set. Have students work together in pairs to reorder the strips into the original story.
- Have literacy level students copy the story from the board into their notebooks.



Activity 1b

Vocabulary

1. Refer students to **Activity 1b (Student Workbook, page 7)**. Tell them that they will now practice the new words discussed in the previous activity. Use the first illustration (a car) to demonstrate how to draw a line from each small illustration to the word it represents. If necessary, teach students the word *match*.
2. Ask students to match the pictures to the vocabulary words.
3. Ask students to compare their answers with a partner.
4. Review the answers as a class to ensure students have properly matched the word and the picture.
5. Together, practice the pronunciation of the words once more.





Activity 1c

Picture Story

Notes to Teacher:

- a. In preparation for step 6 of this activity, make sure you have photocopied and shuffled illustration cards from **Student Workbook, page 8**. Each pair of students should be given a stack.
- b. In preparation for step 7 of this activity, create a crosswalk on the floor of the classroom with tape or wide white paper strips. You can also use tape or paper to create an intersection. Make a paper steering wheel for a “driver.”
- c. In this activity, introduce the word *dangerous*. During your group discussion of the events in the picture story, help students understand the meaning of *dangerous*. Point out that crossing the road while talking on a cell phone is *dangerous*. This will prepare students for their use of this word in **Activity 1d (Student Workbook, page 9)**.

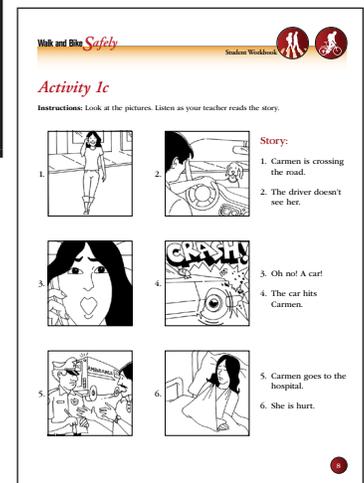
1. Refer students to **Activity 1c (Student Workbook, page 8)**. Ask them to look at the picture story. Introduce the character Carmen and write her name on the board. Tell students that she is 15 years old. Ask whether students in the class have teenagers at home. Are they girls or boys? What are their names?

2. Ask students to listen as you read the captions, which are listed below:

Caption 1: Carmen is crossing the road.

Caption 2: The driver doesn't see her.

Caption 3: Oh no! A car!





Caption 4: The car hits Carmen.

Caption 5: Carmen goes to the hospital.

Caption 6: She is hurt.

- Discuss the general meaning of the story. Check students' understanding of each illustration panel in the story with questions, such as:

What is happening?

Is Carmen okay?

Where is Carmen now?

Emphasize the following:

- Carmen was *not* crossing at a crosswalk. She was crossing in the middle of the block—*not* at the intersection. (You may need to draw on the board to illustrate the concept of a city block.)
- She was talking on a cell phone. The driver of the car was distracted by the dog and hit Carmen. Carmen was hurt.
- She is lucky she was only hurt. She could have been killed.

- As you discuss, be sure students understand the following vocabulary:

cell phone

middle

driver

- Ask students to repeat after you as you read the captions again.

- Pair students and give each pair a stack of the picture cards you have prepared using the images in **Activity 1c (Student Workbook, page 8)**. Instruct them to work together to put the

Walk and Bike Safely Student Workbook

Activity 1c
 Instructions: Look at the pictures. Listen as your teacher reads the story.

		Story: 1. Carmen is crossing the road. 2. The driver doesn't see her.
		3. Oh no! A car! 4. The car hits Carmen.
		5. Carmen goes to the hospital. 6. She is hurt.



cards in the order in which the events occurred, without referencing their books, and give a brief demonstration of how this might be done. If students are complete beginners or literacy level, include the captions on the picture cards. Otherwise, it is best to leave the captions off the cards so that the next step will be more challenging. This is left to the discretion of the teacher.

7. When student have finished ordering the picture cards, ask them to tell the story to each other, using the cards in the correct order as a guide. If captions are not included on the cards, and students need additional support, they can read the captions from the book.

8. As a group, discuss or act out the correct way to cross a road. Demonstrate looking left, right, and left again for traffic before crossing the road. One way to do this is to have a student volunteer to be the oncoming driver. Using the crosswalk you have created on the floor with tape, model how a pedestrian must stop at the curb or edge of the road (before stepping into the crosswalk); look left, right, and left again; and then cautiously and attentively cross the road, watching for oncoming cars until safely out of the roadway. Then, have other volunteers play the pedestrian and driver of the oncoming car.

Emphasize:

- *Traffic* is a word for all kinds of moving objects on the road: cars, trucks, bicycles, *and* people walking. Write *traffic* on the board. Pictures from the Internet, magazines, and newspapers can help you make this point. The word *traffic* will be used throughout this curriculum and students will need to use the word in **Activity 1e**, (Student Workbook, page 12).

Walk and Bike *Safely* Student Workbook

Activity 1e

This activity reviews what we have learned in Lesson 1: Walk Safely – Be Careful.

Instructions: Fill in the blanks with words from the box. Complete the safety rules.

cell phone	look
sidewalk	crosswalk traffic

1. Be careful around _____.
2. Walk on the _____.
3. Cross the road in the _____.
4. When you cross the road, _____ left, right, and left for traffic.
5. When you cross the road, do not talk on the _____.

**Extended Practice Ideas:**

- Have more advanced students write the story on a separate sheet of paper, using their picture cards as a guide, rather than simply telling the story to another student (step 7).
- Have more advanced students draw the next panels in the story, write captions for them, and present them to the class. They could collaborate in pairs on this task, maximizing their opportunities to practice English.
- Have beginning students match picture cards with cut-outs of the captions.
- If your class is relatively small, take students outside to a sidewalk near a busy intersection. Have students watch pedestrian and driver behavior. Ask students simple yes/no questions about what they see, such as is he crossing on the crosswalk? Is she talking on the cell phone? Did they look left, right, and left again?



Activity 1d

Dialogue

Notes to Teacher:

- a. This activity may be challenging for students with lower level English proficiency. It can be modified so that lower level students just practice the written dialogue, while higher level students create the new dialogues based on the illustrations.
- b. As additional practice for multilevel classes, higher level students could write down their new dialogues and then practice them with the lower level students.
- c. This activity helps students identify dangerous pedestrian safety situations. However, the primary safety messages in Lesson 1 have to do with what you should do to be safe. Part of being safe is avoiding dangerous situations like those identified here. However, an excellent extension for this activity (for higher level students) would be to have students identify what the pedestrian *should* do in each situation. For example, in illustration #1, the pedestrian should *pay attention*.

1. Refer students to **Activity 1d (Student Workbook, page 9)**. Ask students to look at the first illustration.

Ask:

Who do you see?

What is Carmen doing?

What is in Carmen's hand?

Activity 1d

Instructions: Listen to the conversation. Then, based on the drawings, have new conversations with a partner.



A: Hey, be careful! You're in the road. Don't talk on the cell phone!

B: Why?

A: Because it's dangerous.



2. Ask students to listen as you read the accompanying dialogue below with a more advanced student or with another English speaker.

A: *Hey, be careful! You're in the road!*
Don't talk on the cell phone!

B: *Why?*

A: *Because it's dangerous.*

Activity 1d

Instructions: Listen to the conversation. Then, based on the drawings, have new conversations with a partner.



A: Hey, be careful! You're in the road. Don't talk on the cell phone!

B: Why?

A: Because it's dangerous.

3. Write the dialogue on the board. Check students' comprehension of the words and phrases. Use demonstrations and the illustrations to convey meaning, if necessary. Have students repeat the dialogue as you read it again slowly.

4. Direct students' attention to the remaining three illustrations in this activity. Using the second illustration, model a new dialogue with a volunteer that is almost identical to the first dialogue. Use the conversation prompt next to the illustration. The new dialogue will incorporate a new negative command, based on what the illustration depicts. Modify the dialogue that is already on the board, underlining the new negative command, so that all students can see how the activity is done:

A: *Hey, be careful! You're in the road!*
Don't listen to music!

B: *Why?*

A: *Because it's dangerous.*



A: Hey, be careful! You're in the road.

Don't _____ !

B: Why?

A: Because it's dangerous.

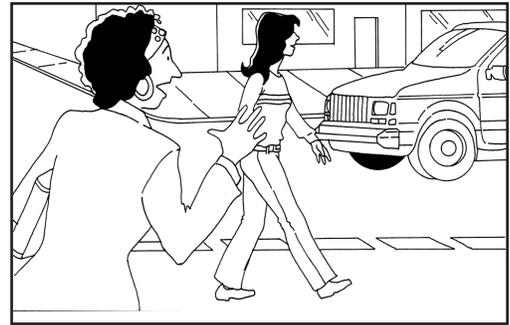


5. Now, ask students to practice similar conversations using the remaining illustrations in this activity. Circulate among students to listen, assist, and give feedback when necessary. Students' warnings for the final three illustrations should be similar to the following:

A: *Hey, be careful! You're in the road!*
Don't walk in the middle of the road!

B: *Why?*

A: *Because it's dangerous.*



A: *Hey, be careful! You're in the road!*
Don't run!

B: *Why?*

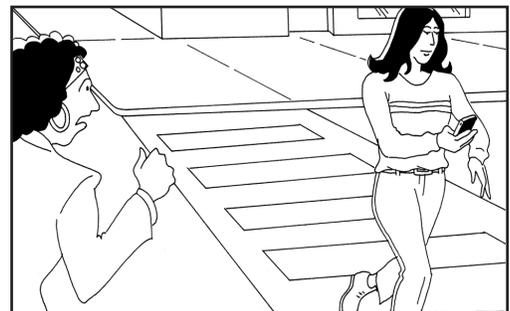
A: *Because it's dangerous.*



A: *Hey, be careful! You're in the road!*
Don't text!

B: *Why?*

A: *Because it's dangerous.*



Emphasize:

- Each one of these warnings is referring to behavior you should not do while in the street.

6. Finish the activity by asking pairs to role play their conversations for the class.



Activity 1e

Writing and Lesson Review

Activity 1e serves as a review of the safety messages in **Lesson 1: Walk Safely – Be Careful**. After students complete this activity, it can be used in other ways for review and practice.

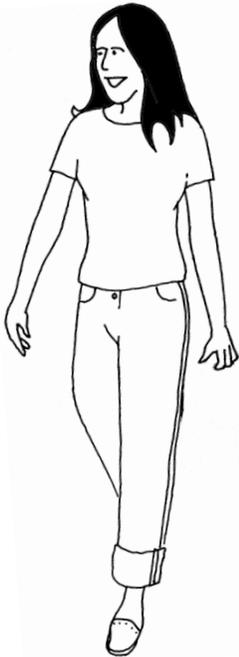
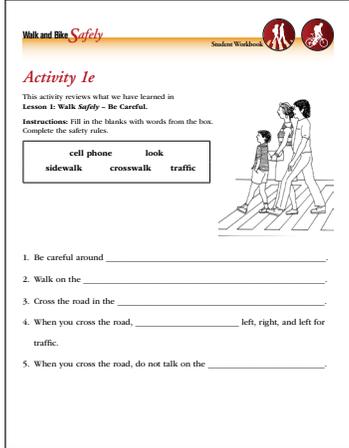
1. Refer students to **Activity 1e (Student Workbook, page 12)**. Ask them to look at the picture. Remind them that the class has been talking about walking safely around traffic. Write on the board: *Walk safely*.
2. Instruct students to complete the safety rules in **Activity 1e** by choosing words from the box at the top of the page. Complete item 1 as a class and write the completed message on the board:

Be careful around traffic.

3. Circulate among students to assist and give feedback.
4. When students are finished, review the answers as a class by asking volunteers to read the rules aloud or to write them on the board:

Review: Walk Safely - Be Careful

1. *Be careful around traffic.*
2. *Walk on the sidewalk.*
3. *Cross the road in the crosswalk.*
4. *When you cross the road, look left, right, and left for traffic.*
5. *When you cross the road, don't talk on the cell phone.*





Extended Practice Ideas:

- Have literacy level students copy the safety messages (rules) on a separate sheet of paper to take home to their families and share them with students in other classes.
- Write out the safety messages in large print on one piece of paper. Make photocopies of the paper, cut the sentences into strips, and cut each strip in half (between words). Ask literacy level students to work in pairs to put the sentences together. Make it a race.
- Have the class work together to create an illustrated poster of the safety messages and hang it in a place where students in other classes or the public can see it.
- Draw checkboxes () to the left of each completed safety message and photocopy the paper for students. As homework, students can put a check in the box next to each safety rule they follow in the time before the next class session.



Lesson 2:

Walk *Safely* – Watch Children Near Roads





Safety Messages:

- Obey pedestrian signs and signals: Crosswalk, Stop, Walk, and Don't Walk.
- Hold children's hands when crossing the road.
- Watch children at all times around roads.
- Do not let children play in roads or driveways.

New Vocabulary:

child	sign
driveway	signal
hold hands	stop
pedestrian	wait
play	watch

Other Important Vocabulary:

cross, crosswalk, curb, dangerous, road, walk/don't walk

Time:

1 hour (This time is approximate and depends upon instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- *Walk and Bike Safely* listening CD or audio clips: **Listening #1**
- CD player or computer to play the CD or audio clips
- Whiteboard or flip chart and three or four markers of different colors.
- Photocopies of the three Bingo boards in **Activity 2d (Teacher's Guide, pages 40-42)**. (Make extra copies so that each student can play more than once.)
- Bingo words on individual slips of paper in an envelope: car, child, crosswalk, curb, driveway, intersection, road, sidewalk, sign, and signal
- Optional: Small prizes for the winners of the Bingo game, such as chocolate kisses or pencils
- Optional: Photos of local signs, crosswalks, and intersections taken by the teacher or students



Activity 2a

Introduction and Warm-Up

Notes to Teacher:

- a. It is important for students to understand that while motorists are supposed to follow traffic laws and watch for pedestrians, they do not always do so. Therefore, the pedestrian ultimately has the responsibility for his or her own safety. For example, even though a pedestrian may be at a crosswalk and have a “walk” signal, he still has to assess the situation and make a decision for himself whether or not it is safe to cross the road. Even as the person is crossing the street, he must pay attention to traffic.
- b. It may be difficult to get this and other safety ideas across to literacy level adult English language learners. Use students’ own languages, if possible, along with drawings, demonstrations, or role playing with other teachers to communicate this important concept.
- c. The game of Bingo is introduced in this lesson. It is a common game in the United States and may be played in a wide variety of settings, often to win money. In this curriculum, it is used to review vocabulary words. The game rules are explained in **Activity 2d (Teacher’s Guide, page 38)**.

1. Refer students to **Activity 2a (Student Workbook, page 14)**. Ask students to look at the first illustration. Make sure students notice that the child is playing near a driveway and a road and that nobody is watching him. Ask:

What do you see?

What is dangerous in the picture?

Walk and Bike *Safely* Student Workbook

Activity 2a

Instructions: Look at the pictures. Answer the questions.

1. What do you see?
2. What is dangerous in the picture?
3. What do the signs and signals mean?



2. As you discuss the illustration, elicit, review, and/or teach the following six vocabulary words and write them on the board:

pedestrian *child* *signal* *sign*
curb *driveway*

Emphasize:

- The difference between a *signal* (which is electronic, like the typical pedestrian crossing signal in the illustration) and a *sign* (like the diamond-shaped pedestrian crossing in the illustration). To further demonstrate the difference, you may need to draw pictures on the board, point to signs and signals outside the window, or use photos you have taken or found on the Internet.

3. Practice the pronunciation of the vocabulary words. Review and check comprehension by pointing to items in the illustration and asking students to identify them.
4. Refer students to the last two illustrations in **Activity 2a (Student Workbook, page 14)**. Ask students to look at the pictures of the two signals. Discuss and demonstrate what each signal means. Practice the words *stop*, *wait*, and *walk* and demonstrate their meanings.

Emphasize and demonstrate:

- *Walk* on a pedestrian signal means to walk while still paying attention to traffic at all times.

Walk and Bike *Safely* Student Workbook

Activity 2a
 Instructions: Look at the pictures. Answer the questions.

1. What do you see?
 2. What is dangerous in the picture?
 3. What do the signs and signals mean?



Extended Practice Ideas:

- With more advanced students, discuss the roads near the classroom building and students' homes. Bring photos of these roads to class or ask students to take photos with their cell phones; having images will keep the discussion more concrete and allow for more vocabulary review. Discuss the following with the students: Are these roads dangerous to cross? Why? Are there pedestrian signals at the crosswalks in students' neighborhoods? Do the students have children? If so, how do they teach their children to cross? What do they tell them about crossing safely?
- Have the whole class dictate a short, simple story about the first picture to you. Encourage students to tell you what happened and what the consequences were. Students should work together to orally construct the story. They can correct each other, suggest alternatives to story lines, and reach consensus on the best course of events. As students tell the story, write what they say on the board without correcting grammatical errors. After the story is complete, review it with the students. Work together to correct the language in the story. Let them see you erase incorrect language and replace it with correct language. Once the story is grammatically correct, read it aloud with students at least twice. Follow up with any of the following additional activities, depending on students' levels of English proficiency and literacy:
 - Cover up the story on the board and have students retell the story to each other in pairs.
 - Cover up the story on the board and have lower level students retell the story to a more advanced student, who will write it down and make sure the language is correct.
 - Write the story onto a piece of paper, with each sentence of the story is on a separate line on the paper. Photocopy the paper, cut the photocopies into sentence strips, and shuffle each set. Have students work together in pairs to reorder the strips into the original story.
 - Have literacy level students copy the story from the board into their notebooks.



Activity 2b

Vocabulary

1. Refer students to **Activity 2b (Student Workbook, page 16)**.
Tell students they will now practice the new words. Use the first illustration, of a stop sign, to demonstrate how to draw a line from each small illustration to the word it represents.
2. Ask students to match the remaining pictures to the vocabulary words.
3. Ask students to compare their answers with a partner.
4. Review the answers as a class.
5. Together, practice the pronunciation of the words once more.

Walk and Bike *Safely* Student Workbook

Activity 2b

Instructions: Draw a line to match the picture with the word.

<ol style="list-style-type: none"> 1.  2.  3.  4.  5.  6.  	<ul style="list-style-type: none"> walk child stop sign driveway crosswalk don't walk
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16



Activity 2c

Listening and Picture Story

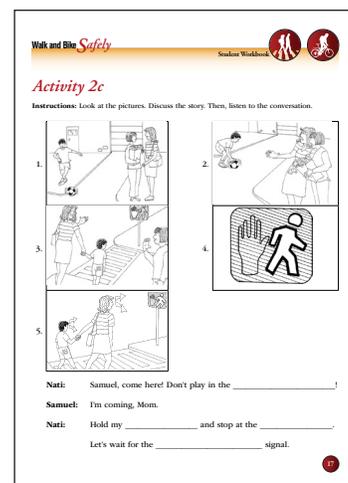
Notes to Teacher:

You will need the **Listening #1** CD or audio clips for this activity.

1. Refer students to **Activity 2c (Student Workbook, page 17)**. Ask students to look at the picture story and tell you what is happening in the story, panel by panel. As they dictate what is happening, write the simple story on the board. It might look something like this:
 1. *The child is playing in the driveway.*
 2. *The mother is yelling.*
 3. *The mother holds the child's hand. She says goodbye to her friend.*
 4. *The signal says walk.*
 5. *The mother and son look for traffic. They cross the road.*
2. Ask students to practice telling the story to each other in pairs. Lower level students can use the story on the board. Higher level students can try retelling the story without looking at the board. Circulate among students to listen, assist, and provide individual feedback. Encourage students to use the following vocabulary words when telling the story:

<i>child</i>	<i>cross</i>	<i>driveway</i>
<i>hold hands</i>	<i>road</i>	<i>signal</i>

Point out that *driveway* refers to the entry road that some homes have, as well as the entry road, off of the main road, that many stores have.



**Emphasize:**

- Driveways are dangerous places and children should not play there.

3. **Listening #1.** Ask students to look at the picture story again and listen to the conversation between the mother, Nati, and the child, Samuel. Have them cover the fill-in-the-blank exercise at the bottom of the page with another piece of paper. Play **Listening #1** twice:

Nati: *Samuel, come here! Don't play in the driveway!*

Samuel: *I'm coming, Mom.*

Nati: *Hold my hand and stop at the curb.
Let's wait for the walk signal.*

Check students' general understanding of the listening segment by asking simple questions regarding the meaning of vocabulary and phrases. Answer any questions that students have.

4. Ask students to uncover their fill-in-the-blank exercise. Play **Listening #1** again. Have students fill in the blanks with the appropriate vocabulary words. If your students are literacy level, make sure that the vocabulary choices are written on the board.
5. Review the answers as a class, checking to make sure all students have written down the right words.
6. Ask students to practice the dialogue in pairs, taking turns so that each student has a chance to read each role. Circulate among students to listen, assist, and give individual feedback as needed.



7. To conclude this activity, ask a volunteer or two to model how they would show a child the safer way to cross the road, using the curb, crosswalk, and road that you created in the classroom with tape or strips of paper in **Lesson 1**. Watch that they stop at the curb and look left-right-left for traffic before entering the crosswalk. Encourage them to proceed cautiously, still looking for traffic as they cross.



Activity 2d

Bingo

Notes to Teacher:

- a. This Bingo game uses key words from both Lessons 1 and 2. If you have not completed Lesson 1 with students, you will need to teach some of the vocabulary before students play this game.
- b. For this activity, you will need photocopies of the Bingo cards and the envelope of Bingo words described in the **Lesson 2** section “**Materials and Preparation**” (**Teacher’s Guide, page 30**).

1. Write the word *Bingo!* on the board. Pass out photocopies of the Bingo cards found on the following three pages of this guide. Show students one of the cards using an overhead projector or a photocopy. Ask students to identify each of the pictures and write each of the vocabulary words on the board as they provide them.
2. Using an overhead projector, the board, or one of the photocopies, model the game to students. Explain that if you call out a word that is represented by a picture on their Bingo sheet, they should mark an X through the picture. If you call out a word that is not pictured on their sheet, they should do nothing. Explain that when they have three Xs in a row (horizontally, vertically, or diagonally), they should call *Bingo* quickly and loudly. The first person to call *Bingo!* wins the game.
3. When you sense that students understand the rules enough to try the game, begin. Try a practice game if this is the first time that students have played. Pull the cards out of your prepared

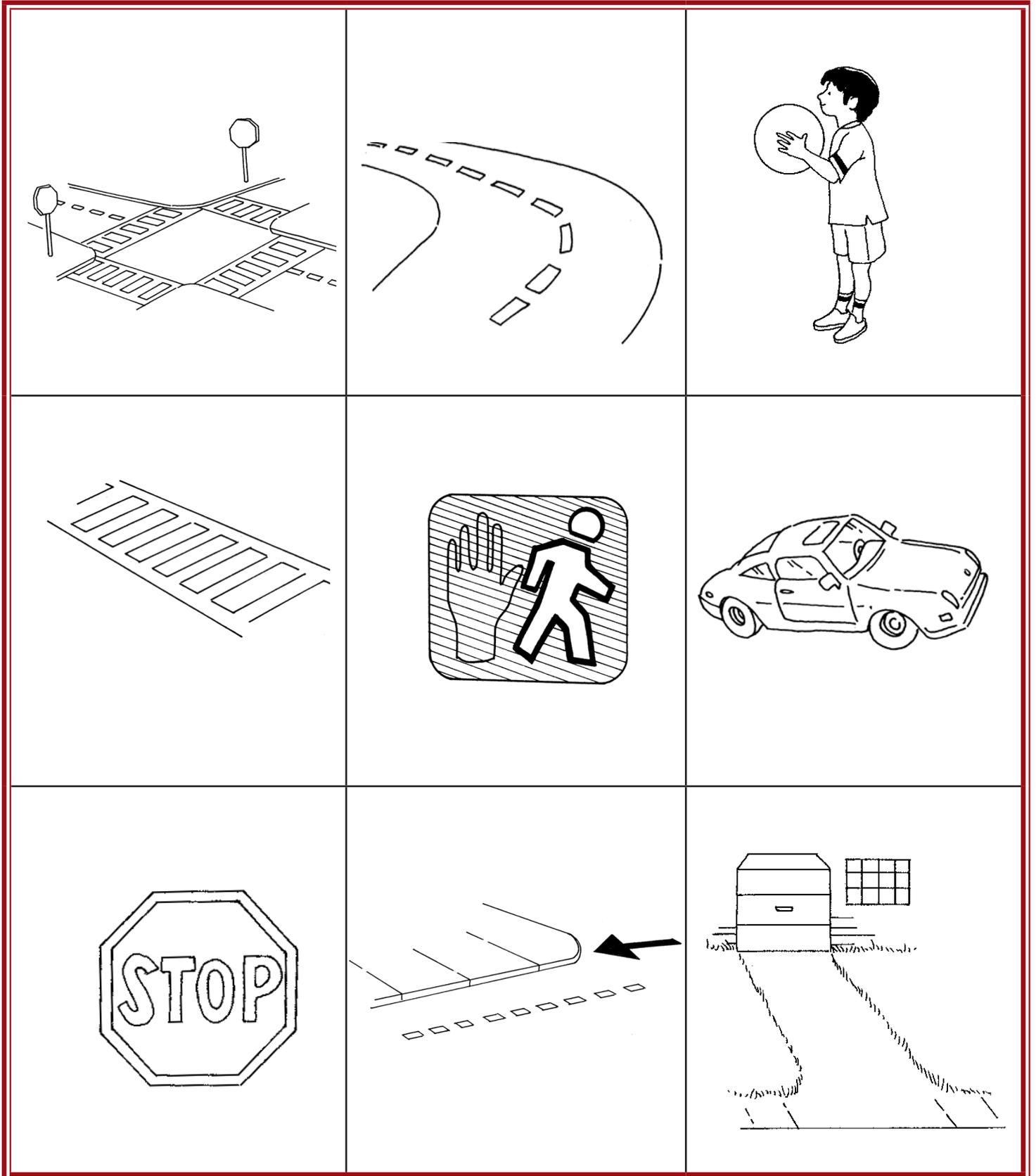


envelope one by one, reading them aloud slowly and clearly. Keep the pulled words out of the envelope so that you can check students' answers after the game. Circulate among students as you read to make sure they understand the game. The words that appear on the Bingo cards are:

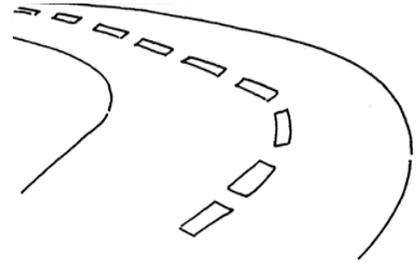
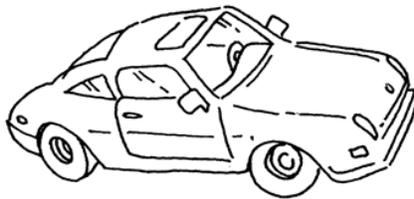
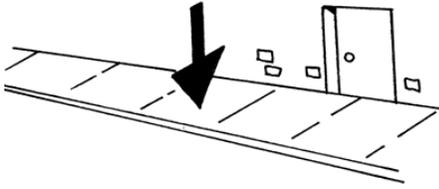
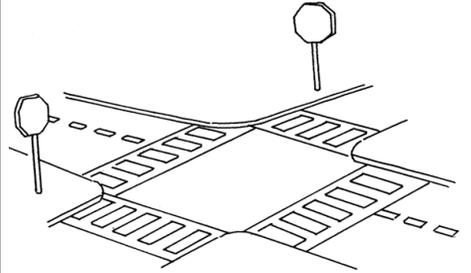
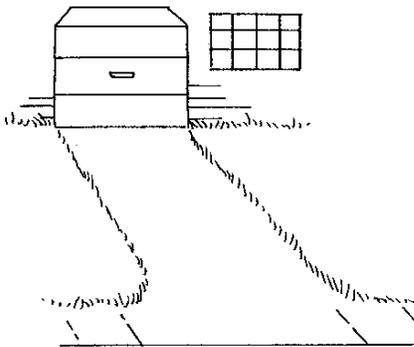
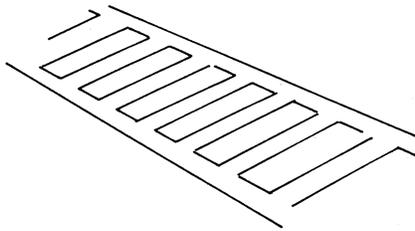
<i>car</i>	<i>child</i>	<i>crosswalk</i>	<i>curb</i>	<i>driveway</i>
<i>intersection</i>	<i>road</i>	<i>sidewalk</i>	<i>sign</i>	<i>signal</i>

4. Instruct the first winner to call out Bingo! Then, ask the winner to say the words in his or her winning row. Engage the other students in checking to make sure the winner is correct. Continue to play the game until there are a few more winners. Use the opportunity to help students review the meaning and pronunciation of the last two lessons' vocabulary words. You may want to give small prizes to the winners, such as chocolate kisses or pencils.

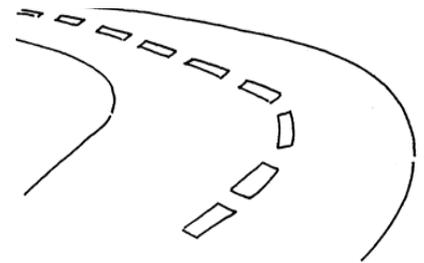
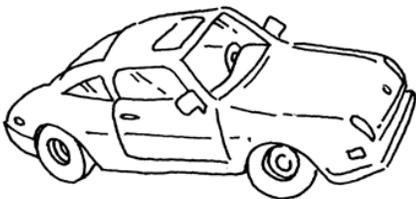
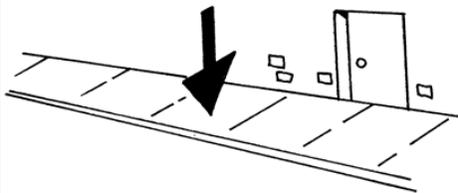
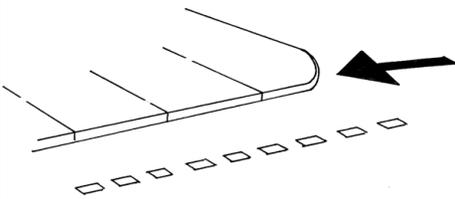
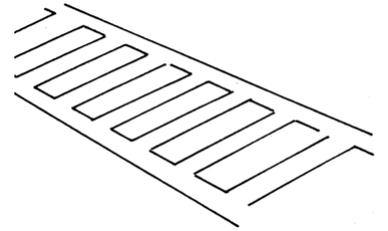
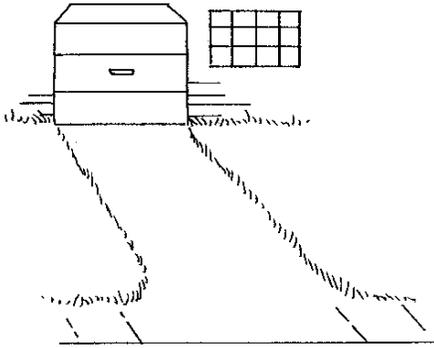
BINGO!



BINGO!



BINGO!





Activity 2e

Writing and Lesson Review

Activity 2e serves as a review of the safety messages. After students complete this activity, it can be used in other ways for review and practice.

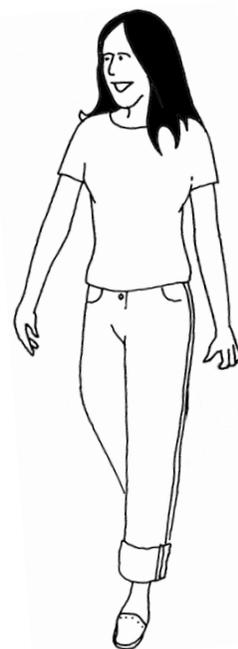
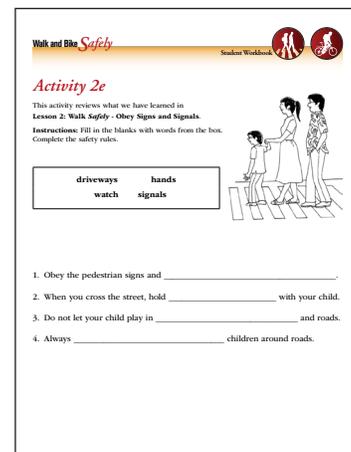
1. Ask students to look at the picture in **Activity 2e (Student Workbook, page 19)** and remind them that they have been talking about walking safely. Write on the board: *Walk safely.*
2. Instruct students to complete the safety rules in **Activity 2e** by choosing words from the box at the top of the page. Complete item 1 as a class and write the completed message on the board:

Obey the pedestrian signs and signals.

3. Circulate among students to assist and give feedback.
4. When students have finished, review their answers as a class by asking volunteers to read the messages aloud or write them on the board:

**Review: Walk Safely –
Watch Children Near Roads**

1. *Obey the pedestrian signs and signals.*
2. *When you cross the street, hold hands with your child.*
3. *Do not let your child play in driveways and roads.*
4. *Always watch children around roads.*





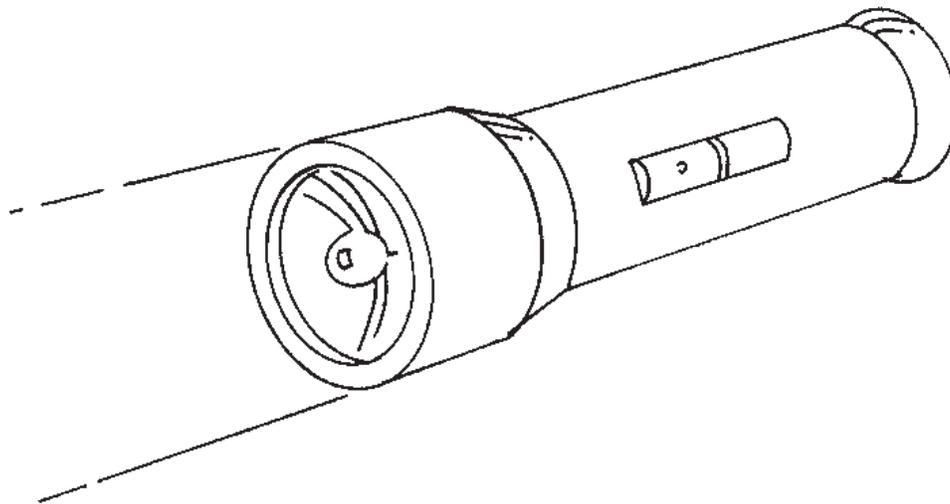
Extended Practice Ideas:

- Have literacy level students copy the safety messages and rules on a sheet of paper and take them home to their families and share them with students in other classes.
- Write out the safety messages in large print on a piece of paper. Make photocopies of the paper, cut the sentences into strips, and cut each strip in half (between words). Ask literacy level students to work in pairs to put the sentences together. Make it a race.
- Have the class work together to create an illustrated poster of the safety messages and hang it in a place where students in other classes or the public can see it.
- Draw checkboxes () to the left of each completed safety message and photocopy the paper for students. As homework, students can put a check in the box next to each safety rule they follow in the time before the next class session.



Lesson 3:

Walk *Safely* – Be Visible





Safety Messages:

- Sometimes drivers cannot see you, even though you can see them.
- You are less visible to drivers at night, at dawn, at dusk, and in rainy weather.
- Wear bright clothing and carry a flashlight to make yourself more visible to drivers.
- Use reflective tape on you and your family members' clothes to make yourselves more visible to drivers.

New Vocabulary:

bright color	night
cloudy	rainy
dark	reflective tape
evening	see
flashlight	visible
morning	

Other Important Vocabulary:

backpack, clothing, difficult, driver, shoes

Time:

1 hour (This time is approximate and depends on instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- Whiteboard or flip chart and three or four markers of different colors
- A flashlight, bright or fluorescent-colored (not white) T-shirts, shirts, and jackets of a few different types (try to include at least one fluorescent item), dark-colored clothes of a few different types, and reflective tape (reflective tape is inexpensive and can be purchased at stores like Target, Wal-Mart, bicycle stores, and online.)



Activity 3a

Introduction and Warm-Up

Notes to Teacher:

This lesson has to do with pedestrians' visibility to drivers on the road. Some crashes occur because motorists cannot see pedestrians because of low light at dusk or dawn or weather conditions such as rain or fog. It may not be possible to communicate the following nuances to students, but keep them in mind as background information during the following lesson.

- a. Even in the best of conditions, a driver needs to visually identify a threat (a person, something in the roadway). A signal is then sent to the brain. The brain must interpret the threat and then send a signal to the muscles to physically stop the vehicle by stepping on the brake.
- b. In low-visibility conditions, drivers' visual processing might take longer than in higher visibility conditions. In other words, drivers may be unsure about whether they see something in the road. The more visible a person is to a driver, the more quickly the driver is likely to respond by stopping. Remember that low-visibility conditions include not only low light but also situations in which the sun is in the eyes of the driver.
- c. In rainy or icy conditions, it takes longer for a car to stop. In these weather conditions, it is safer for a pedestrian to wait for cars to pass before crossing.
- d. While the words *dusk* and *dawn* will not be introduced in these lessons for beginners, the concept that dusk and dawn cause low light conditions should be conveyed. During these times of day, pedestrians are encouraged to use lights (flashlights or blinking lights), bright colors, and reflective materials.



1. Begin by asking students about the weather today, directing their attention to the window if there is one. Elicit or teach simple words to describe the weather conditions. Draw a sun, rain, or clouds on the board to elicit further weather vocabulary with the following questions:

How is the weather today?

Is it sunny? cloudy? rainy?

Write *sunny*, *cloudy*, and *rainy* on the board, under the drawings you have made of each weather condition.

2. Refer students to **Activity 3a (Student Workbook, page 21)**. Ask students to look at the illustration. Ask the following:

What do you see?

How is the weather?

What is dangerous in the picture?

3. Write the word *driver* on the board. Explain or demonstrate to students that a driver is the person behind the wheel of the car. Practice the pronunciation of the word. Ask students to raise their hands if they are drivers. Refer students back to the picture and ask:

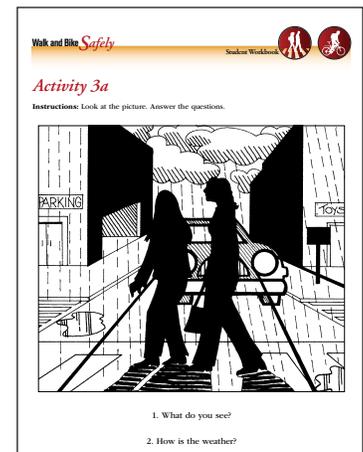
Is it difficult for the driver to see the pedestrians?

4. Using demonstrations or body language, perhaps even by briefly turning off the light in the room, point out that the driver might have difficulty seeing the people crossing the road because it is dark. The people are difficult to see. Make it clear through your demonstrations, through squinting because of low light or sun in your eyes that the people are difficult to see.

5. Elicit and teach the following vocabulary words and phrases and add them to the words on the board:

dark

difficult to see





6. Ask students why it is dark in the picture. Prompt students to answer the following yes/no questions:

Is it night?

Is it rainy?

Is it cloudy?

Reiterate that the weather and light conditions make people in the road hard to see. Use the discussion about darkness and visibility to transition into **Activity 3b**.

Extended Practice Ideas:

- Have the whole class dictate a short, simple story about the picture to you. Encourage them to tell you what happened. Students should work together to orally construct the story. They can correct each other, suggest alternatives to story lines, and reach consensus on the best course of events. As students tell the story, write what they say on the board without correcting grammatical errors. After the story is complete, review it with the students. Work together to correct the language in the story. Let them see you erase incorrect language and replace it with correct language. Once the story is grammatically correct, read it aloud with students at least twice. Follow up with any of the following activities, depending on students' levels of English and literacy:
 - Cover up the story on the board and have students retell the story to each other in pairs.
 - Cover up the story on the board and have lower level students retell the story to a more advanced student, who will write it down and make sure the language is correct.
 - Write the story onto a piece of paper, with each sentence of the story on a separate line on the paper. Photocopy the paper, cut the photocopies into sentence strips, and shuffle each set. Have students work together in pairs to reorder the strips into the original story.
 - Have literacy level students copy the story from the board into their notebooks.



Activity 3b

Vocabulary

Notes to Teacher:

There are several common scenarios related to crashes involving lowered visibility. It is not necessary to communicate all of these scenarios to students, but they may help provide you with background knowledge you can use to demonstrate concepts to students. The common scenarios are:

- The driver does not see the pedestrian.
- The driver sees the pedestrian, but his processing time is somewhat delayed because of low visibility.
- The driver is unsure whether he saw something.
- The driver is distracted.

- Write on the board in large letters: *Sometimes drivers do not see you*. Use body language, such as squinting and craning your neck, to demonstrate what this means.
- Refer students to **Activity 3b (Student Workbook, page 22)**. Use the first illustration, of rain, to demonstrate how to draw a line from each small illustration to the word it represents.
- Ask students to match the remaining pictures to the appropriate vocabulary words.
- Ask students to compare their answers with a partner.
- Review the answers as a class.
- Together, practice the pronunciation of the words once more.



Activity 3c

Class Survey

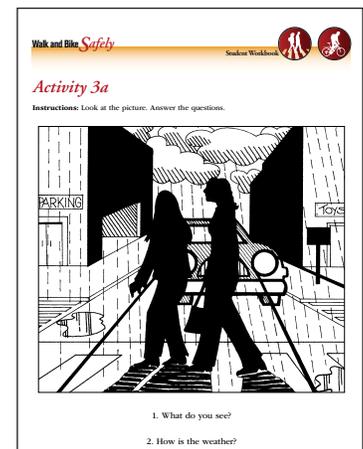
Notes to Teacher:

- For this activity, you will need the props that you brought to class. See the **Lesson 3** section “**Materials and Preparation**” (Teacher’s Guide, page 47).
- Although the word *fluorescent* is not introduced in this activity, please include at least one example of fluorescent color among your props, so that students understand that such colors are also considered “bright” and can help a pedestrian be more visible on the road.
- Although we do not address other sources of light that pedestrians can use to increase their visibility, note that there are products that flash light and can be attached to clothing or other items. Some children’s tennis shoes contain lights that flash when the child walks. Note that tape is not the only item that is reflective. There are reflective shoelaces, jackets, and other items.
- A white item is not as visible to drivers as bright or fluorescent items. In other words, a white t-shirt does not necessarily make one more visible on the road.

- Briefly turn students’ attention back to the illustration in **Activity 3a** (Student Workbook, page 21). Ask:

Is it difficult for the driver to see the pedestrians?

- One by one, hold up a piece of *bright clothing* (can be fluorescent), the *flashlight*, and the *reflective tape*. Write the terms on the board, practice their pronunciation, and pass the items around. Check comprehension by asking individual students *What is that?* and eliciting the correct term.





3. Reinforce the idea of *bright clothing* by alternately holding up pieces of dark and bright clothing. Ask:

Is this dark or bright?

4. When it is clear that students understand these terms, put away the dark clothing. Review the point that dark clothing is *not* visible. Make the point that white is *not* bright. Transition into the next step by asking a student:

Do you have bright clothing today?

Write the question above as well as *YES/NO* on the board. Ask a few more students and get a few yes and no answers.

Notes to Teacher:

At the literacy and beginning levels, it is not necessary to require students to answer questions in complete sentences. Instead of responding with “Yes, I do” and “No, I don’t,” allow them to answer questions with just a “yes” or a “no.”

5. Refer students to **Activity 3c (Student Workbook, page 23)**. Introduce the survey task and model it for the class with the help of a volunteer. Practice the pronunciation of the questions as a class. Using the items you brought to class, check to make sure students understand the questions. Make sure students understand that the questions are about what they (or their family members) have at home, not necessarily what they have with them in class.

If necessary, review with students the following questions:

What is your name?

How do you spell that?

Walk and Bike *Safely* Student Workbook

Activity 3c

Instructions: Interview three other students. Check (✓) YES or NO.

Partner's Name	Yes	No
Do you have bright clothing?	___	___
Do you have a flashlight?	___	___
Do you have reflective tape?	___	___

Partner's Name	Yes	No
Do you have bright clothing?	___	___
Do you have a flashlight?	___	___
Do you have reflective tape?	___	___

Partner's Name	Yes	No
Do you have bright clothing?	___	___
Do you have a flashlight?	___	___
Do you have reflective tape?	___	___



6. Ask students to move around the room, surveying three of their classmates, which involves writing the classmate's name in the space provided and asking him or her all three questions. Circulate among students to listen and assist. As they question each other, write three headings on the board in a simple chart:

Bright clothing	Flashlight	Reflective tape

7. Once students have finished surveying each other, follow up by asking who in the class has bright clothes, a flashlight, and/or reflective tape at home. As students call out names in answer to your questions, write the names under the appropriate heading. After the chart is complete, decide as a class who needs to go shopping.



Activity 3d

Read

Notes to Teacher:

The product pictured on **page 24** of the **Student Workbook** is not a real product. The brand name and product information were invented for the purposes of this curriculum.

1. Show students the reflective tape again. Ask students to identify it and write the words on the board.
2. Refer students to **Activity 3d (Student Workbook, page 24)**. Show students that the item in the picture and the reflective tape you brought to class are the same kind of thing. Both have product information written on them.
3. Ask students to silently read the product information in Activity 3d. Then, lead them in reading the information aloud as a group.
4. Ask students to underline the vocabulary words they know in the product information. Model this by pointing out the word *visible*. Write the word on the board and underline it. Ask them to underline other words they know. Circulate among students to check comprehension and assist.
5. Ask them to complete item 2 on their worksheet by writing the words they underlined in the product description. Circulate to assist.



Activity 3e

Writing and Lesson Review

This activity serves as a review of the safety messages in Lesson 3: Be Visible. After students complete this activity, it can be used in other ways for review and practice.

1. Refer students to **Activity 3e (Student Workbook, page 25)**. Ask students to look at the picture and remind them that the class has been talking about walking safely. Write on the board: *Walk safely.*

2. Instruct students to complete the safety rules in **Activity 3e** by choosing words from the box at the top of the page. Do item 1 as a class and write the completed statement on the board:

Sometimes, drivers do not see pedestrians.

3. Circulate among students to assist and give feedback.

4. When students have completed the worksheet, review the answers as a class by asking volunteers to read the messages aloud or to write them on the board:

Activity 3e

This activity reviews what we have learned in Lesson 3: Walk Safely - Be Visible.

Instructions: Fill in the blanks with words from the box. Complete the safety rules.

bright rainy
flashlight reflective tape drivers

- Sometimes, _____ don't see pedestrians.
- It is difficult to see pedestrians in _____ weather.
- Wear _____ clothing.
- Use a _____ at night.
- Put _____ on clothes, shoes, and backpacks.

Review: Walk Safely - Be Visible

1. Sometimes, *drivers* do not see pedestrians.
2. It is difficult to see pedestrians in *rainy* weather.
3. Wear *bright* clothing.
4. Use a *flashlight* at night.
5. Put *reflective tape* on clothes, shoes, and backpacks.





Extended Practice Ideas:

- Have literacy level students copy the safety messages on a separate sheet of paper and take them home to their families and/or share them with students in other classes.
- Write out the safety messages in large print on one piece of paper. Make photocopies of the paper, cut the sentences into strips, and cut each strip in half (between words). Ask literacy level students to work in pairs to put the sentences together. Make it a race.
- Have the class work together to create an illustrated poster of the safety messages and post it in a place where students in other classes or the public can see it.
- Draw checkboxes () to the left of the last three completed safety messages and photocopy the paper for students. As homework, students can put a check in the box next to each safety rule they follow in the time before the next class session.
- Take a walk with students around the neighborhood where the school is located. Ask students to watch the behavior of drivers and pedestrians. Give them a checklist with spaces for writing counts of things they see, and ask them to count crosswalks, traffic signals, traffic signs, intersections, and driveways. Back in the classroom, ask students what they saw. Ask them questions to get their opinions on driver and pedestrian behavior; the presence and number of crosswalks, signs, and signals (or lack thereof) in the area; and the safety or danger of the area for people who walk.



Lesson 4:

Bike Safely - Use Safe Gear





Safety Messages:

- Wear a helmet every time you ride a bicycle.
- Make sure your bicycle and helmet fit.
- Be visible.
- Use a headlight in front and a reflector in back when riding a bicycle at night.
- Keep your hands on the handlebars.

New Vocabulary:

back	handlebars
bicycle/bike	headlight
buckle	helmet
fit	loose
front	reflector
hand	

Other Important Vocabulary:

chin, cover, ears, eyebrows, finger, foot/feet, forehead, gear, hand, head, touch

Time:

1 hour (This time is approximate and depends on instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- *Walk and Bike Safely* Listening CD or audio clips: **Listening #2**
- Whiteboard or flip chart and three or four markers of different colors
- Optional but recommended: A bicycle helmet that fits your head well. (Find information on how to properly fit a helmet on the last page of this teacher's guide or online at: www.nhtsa.dot.gov/people/injury/pedbimot/bike/EasyStepsWeb/index.htm. There is also a version of this information sheet in Spanish at: www.nhtsa.gov/people/injury/pedbimot/bike/EasyStepsSpan/index.htm)
- Optional but recommended: A bicycle that fits you or one of the students well
- Optional: Small prizes such as chocolates or pencils, for the winners of the Bingo game
- Optional: The free DVD on how to fit a bicycle helmet, available through NHTSA at www.nhtsa.gov



Notes to Teacher:

- a. As you teach the bicycle safety lessons, you may notice that few of your students say they ride bicycles. Nonetheless, bicycle safety rules may still be relevant to your learners because they may have children, other family members, or friends who use bicycles for fun or for transportation. Learners may have used bicycles in their home countries.
- b. Try to find a way to tie biking to learners' experiences or current realities to help them to see the personal relevance of these safety lessons, even if they themselves do not frequently bike. Please keep in mind the following points as you teach these lessons:
 - People are getting injured and killed because of their behavior while biking.
 - The rules of the road for bicyclists are the same as for driving. By learning some of the rules of biking, students are also learning some of the rules for driving.
 - Adult learners can help pass along safe behaviors to their families and communities, perhaps helping to save a life.
 - Emphasize that increasing numbers of people are using bicycles to get around. It is a cool thing to do nowadays.



Activity 4a

Introduction and Warm-Up

Notes to Teacher:

Some people use the word *bike* to refer to motorcycles. Make sure that students understand that in these lessons, *bike* refers only to bicycles and not to motorcycles.

1. Begin by writing the words *bicycle* and *bike* on the board and asking students:

Do you bike?

Do your children bike?

Show students the bicycle you brought to class. If bringing a bicycle was not possible, refer students to the picture on the cover of their student workbooks. Point to the words *bike* and *bicycle* on the board and show students that they mean the same thing. These words can refer to an item or to the action of riding (*I have a bicycle* versus *I bike often*). Practice the pronunciation of the words.

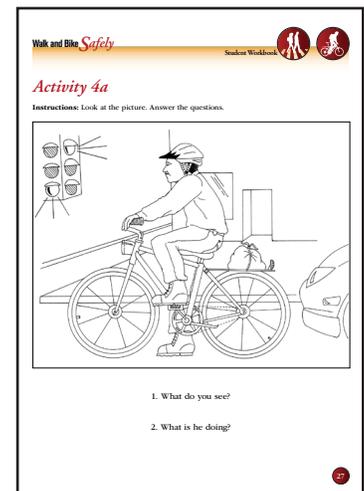
Have a conversation about where they bicycle and if they like to bicycle.

2. Ask students to open to **Activity 4a (Student Workbook, page 27)** and look at the illustration.

Ask:

What do you see?

What is he doing?





Elicit and teach the following vocabulary words and add them to the words on the board:

handlebars *headlight* *helmet* *reflector*

Emphasize:

- The man has both hands on the handlebars and he is riding on the right-hand side of the road, just like a vehicle.

3. Practice the pronunciation of the words. Check vocabulary comprehension by pointing to items on the bicycle or in the illustration and asking students to identify them.

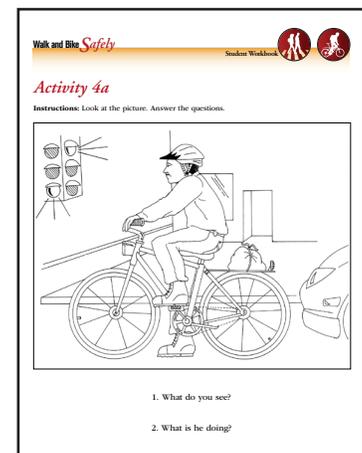
Notes to Teacher:

- a. Bicyclists riding at night are required by law to use a white headlight in the front of their bicycle and a red reflector or red light in back—just like a car. Make this point clear to students as you introduce and practice the vocabulary.
- b. Headlights usually need to be purchased, while red reflectors usually come on the back of bicycles.



Extended Practice Ideas:

- Have a conversation about where and why students bike. If they do not bike now, ask whether or not they did so in their home countries or if family members or friends bike or are likely to bike.
- Discuss some of the positive aspects of biking; for example, it is cheap transportation, good for the environment, and fun.
- Have the whole class dictate a short, simple story to you about the picture in **Activity 4a (Student Workbook, page 27)**. Alternatively, use another picture that shows someone biking. Encourage students to tell you what happened and what the consequences were. Students should work together to orally construct the story. They can correct each other, suggest alternatives to story lines, and reach consensus on the best course of events. As students tell the story, write what they say on the board with correcting grammatical errors. After the story is complete, review it with the students. Work together to correct the language in the story. Let them see you erase incorrect language and replace it with correct language. Once the story is grammatically correct, read the story aloud with students at least twice. Follow up with any of the following activities, depending on students' levels of English and literacy:
 - Cover up the story on the board and have students retell the story to each other in pairs.
 - Cover up the story on the board and have lower level students retell the story to a more advanced student, who will write it down and make sure the language is correct.
 - Write the story onto a piece of paper, with each sentence of the story on a separate line on the paper. Photocopy the paper, cut the photocopies into sentence strips, and shuffle each set. Have students work together in pairs to reorder the strips into the original story.
 - Have literacy level students recopy the story from the board into their notebooks.

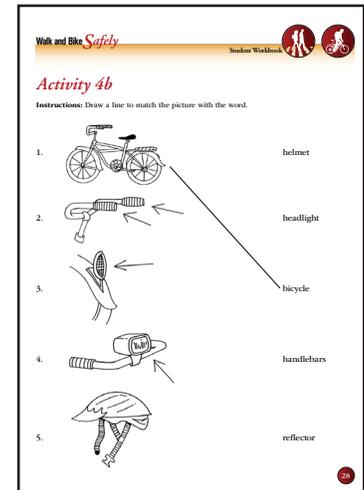




Activity 4b

Vocabulary

1. Refer students to **Activity 4b (Student Workbook, page 28)**. Use the illustration of a bicycle to demonstrate how to draw a line from each illustration to the word it represents.
2. Ask students to match the remaining pictures to the appropriate vocabulary words.
3. Ask students to compare their answers with a partner.
4. Review the answers as a class to ensure students have properly matched the word and the picture.
5. Together, practice the pronunciation of the words once more.





Activity 4c

Reading

Notes to Teacher:

- a. Use the bicycle helmet and bicycle you have brought to class in this activity.
- b. Throughout this activity, emphasize to students that bicycle helmets are important. They are up to 85 percent effective in preventing head and brain injuries resulting from bicycle crashes. However, they must fit correctly to be effective.

1. Begin this activity with a review of words for parts of the body. Using your own body or a figure that you draw on the board, elicit from students the names of the following body parts:

head *forehead* *ear* *chin*
foot/feet *eyebrow* *finger*

Write the words on the board as they are elicited and taught, and practice the pronunciation with students. After all the parts are identified, go back and ask students to name the parts again, again using the figure on the board or your own body as a prompt.

2. Refer students to **Activity 4c (Student Workbook, page 29)**. Ask students to look at the pictures and read the captions for item 1 of the worksheet.

Walk and Bike *Safely* Student Workbook  

Activity 4c

Instructions: Read the directions below. Then, tell or show your partner how to make sure a helmet and bike fit.

1. How do you put on your helmet?

Cover the forehead.



Make a V under the ears.



Fasten the buckle.





3. Read aloud the three captions in item 1. Using a helmet you brought to class, check students' comprehension of the captions by demonstrating how to make sure the helmet fits properly, according to the illustrations. Write the word fit on the board and make sure students understand the meaning. Make the following points about using and fitting bicycle helmets through demonstrations and simple language:

- Some people put helmets too far back on their heads and expose too much of the forehead. Show students that there should only be space for two horizontally placed fingers on the forehead between the eyebrows and the front of the helmet.
- Show students how the straps of the helmet should form a "V" under the earlobe (see **Student Workbook, page 29**). Other images for reference can be found on the information sheet "Easy Steps to Fitting a Bicycle Helmet" in the Appendix of this teacher's guide.
- Show students the final step of fastening the buckle below the chin. No more than two fingers should fit under the strap at the chin. An image of this can be found on the handout "Easy Steps to Fitting a Bicycle Helmet."
- Demonstrate the correct fit of your bicycle helmet, if you brought one to class. Consider showing the DVD available from NHTSA. See the **Lesson 4** section "**Materials and Preparation**" (**Teacher's Guide, page 61**).

Walk and Bike *Safely* Student Workbook 

Activity 4c

Instructions: Read the directions below. Then, tell or show your partner how to make sure a helmet and bike fit.

1. How do you put on your helmet?

Cover the forehead.	Make a V under the ears.	Fasten the buckle.
		

4. Read the caption in item 2 aloud for students. Act out the fitting of the bicycle, showing students that the balls of the feet must be able to touch the ground when the rider is seated. Also, on men's bikes, there should be a at least 2 inches between the bar and the body.

2. Does his bike fit?



His feet touch the ground. The bike fits!



Emphasize:

- It is very important that helmets and bicycles fit. If they do not, they may not be safe.

5. Ask students to form pairs and take turns reading and acting out the instructions with their partners.
6. Follow up on the activity by asking volunteers to demonstrate the helmet- and bike-fitting process for the rest of the class, using the props you have brought. Emphasize how important it is that helmets and bikes fit their users and that parents in the class make sure their children's helmets and bikes fit.



Activity 4d

Listening

Notes to Teacher:

- a. For this activity, it will be helpful to have a bicycle helmet. See the **Lesson 4** section “**Materials and Preparation**” (**Teacher’s Guide, page 61**) for details.
- b. You will need the **Listening #2** CDs or audio clips for this activity.

1. Refer students to the illustration in **Activity 4d (Student Workbook, page 30)**. Have them cover the page beneath the picture with another piece of paper and focus their attention only on the picture. Ask them to identify what they see and tell you what is happening in the picture. As they tell you what is happening, write a simple sentence or two on the board that reflects their observations. It might look something like this:

The mother is putting on the child’s helmet.

The police officer gives her instructions.

2. Explain that the mother is fitting the helmet on the child. Demonstrate the meaning of the word *fit* using a ring on your finger. Show that on one finger, the ring fits. On your smallest finger, the ring is too loose. Write the words *fit* and *loose* on the board. Check to make sure students understand the meanings and practice pronunciation.

If you brought a bicycle helmet that fits, put it on and buckle the strap below the chin. Show students that the helmet and strap are not too loose. Explain that if the helmet is too loose and does not fit properly, it will move from side to side. Show them that a properly fitting helmet will allow you to fit no more than two fingers horizontally on your forehead, between your eyebrows and the front of the helmet, just as in the picture in the

Walk and Bike Safely Student Workbook

Activity 4d

Instructions: Look at the picture. Listen to the conversation. Fill in the blanks.

Officer Oveda: Make sure the helmet _____
 Nat: How?
 Officer Oveda: Put only two fingers between his eyebrows and the _____ . Then, buckle the helmet.
 Nat: Okay. Like this?
 Officer Oveda: Yes. Make sure it isn't too _____



Student Workbook, page 30. Write *forehead* and *eyebrows* on the board as you introduce them. Point out that it is important for a bicycle helmet to fit an adult or a child.

- Ask students to look again at the illustration in the **Student Workbook, page 30.** With the dialogue at the bottom of their page still covered, ask them to listen to the conversation between the mother (Nati) and the police officer. Play **Listening #2** twice. This is the script of **Listening #2**:

Officer Oveda: *Make sure the helmet fits.*

Nati: *How?*

Officer Oveda: *Put only two fingers between his eyebrows and the helmet. Then, buckle the helmet.*

Nati: *Okay. Like this?*

Officer Oveda: *Yes. Make sure the helmet isn't too loose.*

Check students' understanding of the general meaning of the listening segment and answer any questions they have. Emphasize that the helmet should be flat or level on the head. If possible, demonstrate with a helmet that you have brought to class.

- Ask students to uncover the fill-in-the-blank exercise in the **Student Workbook, page 30.** Play **Listening #2** again.
- Have students listen and fill in the missing vocabulary words in the blanks. If your students are literacy level, make sure that their vocabulary choices are written on the board.
- Review the answers as a class.
- Ask students to practice the dialogue in pairs, taking turns so that everyone has a chance to read both roles. Circulate among students to listen, assist, and give individual feedback where needed.

Walk and Bike *Safely* Student Workbook

Activity 4d

Instructions: Look at the picture. Listen to the conversation. Fill in the blanks.

Officer Oveda: Make sure the helmet _____.

Nati: How?

Officer Oveda: Put only two fingers between his eyebrows and the _____ . Then, buckle the helmet.

Nati: Okay. Like this?

Officer Oveda: Yes. Make sure it isn't too _____.



Extended Practice Idea:

- Ask more advanced students to describe to you how to fit your own bike helmet properly. Have a student talk you through the steps while you demonstrate for the class. Refer to the “Easy Steps to Fitting a Bicycle Helmet” information sheet in the appendix.



Activity 4e

Writing and Lesson Review

This activity serves as a review of the safety messages in **Lesson 4: Use Safe Gear**. After students complete this activity, it can be used in other ways for review and practice. A few suggestions follow:

1. Refer students to **Activity 4e (Student Workbook, page 31)**. Ask students to look at the picture in **Activity 4e** and remind them that the class has been talking about biking safely. Write on the board: *Bicycle safely*.
2. Instruct students to complete the safety rules in **Activity 4e** by choosing words from the box at the top of the page. Complete item 1 as a class and write the completed rule on the board:

When you ride a bicycle, wear a helmet.

3. Circulate among students to assist and give feedback.
4. When they are finished, review the answers as a class by asking volunteers to read the messages aloud or to write them on the board:

Review: Bike Safely – Use Safe Gear

1. *When you ride a bicycle, wear a helmet.*
2. *Make sure your helmet and your bicycle fit.*
3. *Use a headlight on the front of the bicycle at night.*
4. *Look for a red reflector on the back of the bicycle.*
5. *Keep two hands on the handlebars.*





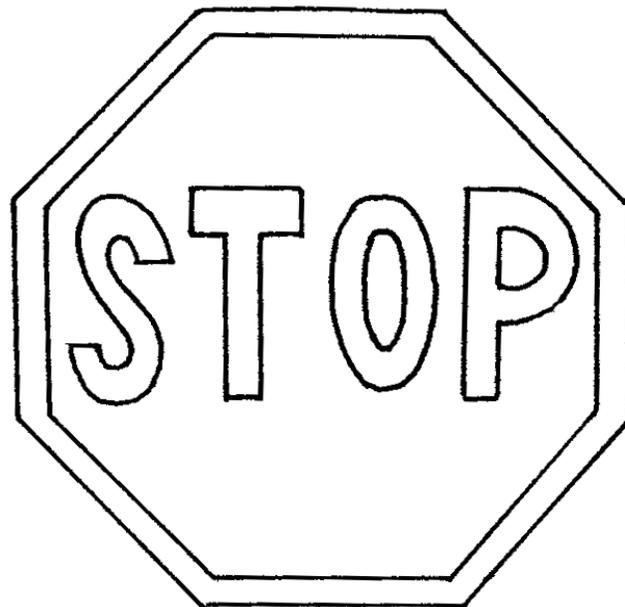
Extended Practice Ideas:

- Have literacy level students copy the safety messages (rules) on a separate sheet of paper and take them home to their families and/or share them with students in other classes.
- Write out the safety messages in large print on one piece of paper. Make photocopies of the paper, cut the sentences into strips, and cut each strip in half (between words). Ask literacy level students to work in pairs to put the sentences together. Make it a race.
- Have the class work together to create an illustrated poster of the safety messages and hang it in a place where students in other classes or the public can see it.
- Draw checkboxes () to the left of each completed safety message and photocopy the paper for students. As homework, students can put a check in the box next to each safety rule they follow in the time before the next class session. This activity can only be assigned if students in the class bike regularly.



Lesson 5:

Bicycle *Safely* – Follow Traffic Rules





Safety Messages:

- Ride on the right, in the same direction as cars.
- Obey signs and signals: traffic light, stop sign, one way, pedestrian crossing, no bikes.
- Behave predictably, just like a vehicle.
- Pay attention to traffic.

New Vocabulary:

bicyclist	sign
crash	signal
light	traffic
obey	yield
ride	

Other Important Vocabulary:

be careful, law, police officer, right, watch

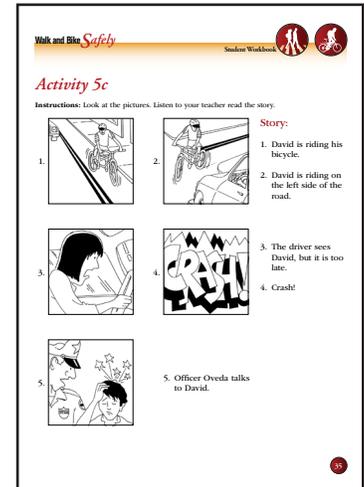
Time:

1 hour (This time is approximate and depends on instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- Whiteboard or flip chart and three or four markers of different colors
- Small colored circles made out of construction paper or colored with markers: one red, one yellow, and one green circle (these will be used to illustrate the colors of a traffic light)
- Photocopies of the illustration in **Activity 5c (Student Workbook, page 35)**, cut into cards, shuffled, and stacked (make one stack per pair of students)





Activity 5a

Introduction and Warm-Up

Notes to Teacher:

- a. Before this activity, review the following words and concepts: *visible*, *dangerous*, and *traffic*. Help students to understand that the word *traffic* can refer to pedestrians and bicyclists as well as motor vehicles. *Traffic* is the passage of any people or vehicles along the road.
- b. You will need the small colored circles you created. See the **Lesson 5** section “**Materials and Preparation**” (**Teacher’s Guide**, page 77).

1. Ask students to look at the illustrations in **Activity 5a (Student Workbook, pages 33)**. Ask them:

What do you see?

Elicit the words *sign* and *signal* and write them on the board. Point out the difference between a sign and a signal (which is electronic).

2. Ask volunteers to read the captions for each of the signs and the signal. Discuss and demonstrate the meaning of each sign and signal on the pages. As a group, practice the pronunciation of the captions.
3. The traffic signal is the last illustration. Use the colored circles you prepared for class to discuss the meanings of the three colors: red = stop; yellow = slow, prepare to stop; green = go.
4. If your students are able, have a conversation with them about which signs they have seen in their neighborhoods and around the school. Ask if they have similar signs in their countries. Check to see if there are any questions about the signs. Use this conversation to transition into the vocabulary activity below, **Activity 5b**.

Walk and Bike *Safely* Student Workbook

Activity 5a

Instructions: Look at the pictures of traffic signs and signals. Answer the question.

1.  Stop
2.  Traffic goes one way only in the direction of arrow
3.  Pedestrians cross here
4.  No bicycles
5.  Traffic signal

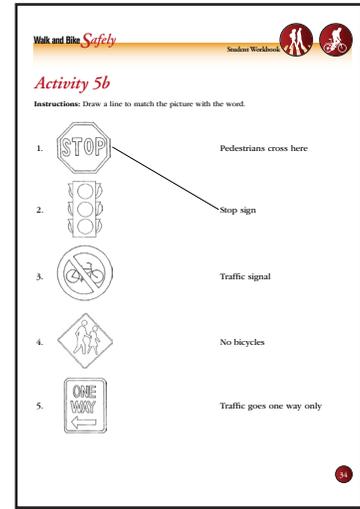
1. What signs and signals do you see in your neighborhood?



Activity 5b

Vocabulary

1. Refer students to **Activity 5b (Student Workbook, page 34)**. Use the illustration of a stop sign to demonstrate how to draw a line from each small illustration to the word it represents.
2. Ask students to match the remaining pictures to the vocabulary words.
3. Ask students to compare their answers with a partner.
4. Review the answers as a class to ensure students have properly matched the word and the picture.
5. Together, practice the pronunciation of the words once more.





Activity 5c

Picture Story

1. Refer students to **Activity 5c (Student Workbook, page 35)**. Ask students to look at the picture story. Introduce the character as David, a teenager, and write his name on the board. Help students identify with the situation depicted in this story by asking: Does anybody in the class have teenage boys? What are their names and ages?

2. Ask students to look at the picture story and listen as you read the captions for each numbered item:

1. *David is riding his bike.*
2. *David is riding on the left side of the road.*
3. *The driver sees David, but it is too late.*
4. *Crash!*
5. *Officer Oveda talks to David.*

3. Ask students:

What is happening?

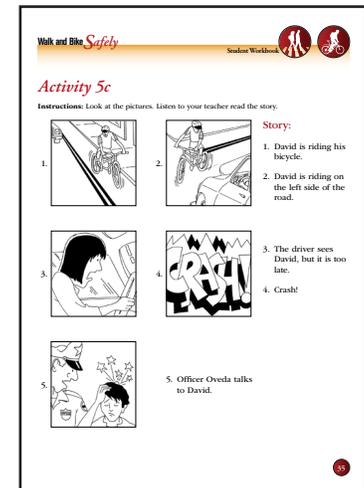
Is David okay?

Discuss the meaning of the story, if possible, and check students' understanding.

4. Go through the picture story again with students. This time, talk about each panel individually. Point out (or allow students to point out) that David was not riding on the right side of the road. He was not following traffic laws. He caused a crash. He was not hurt. Elicit or introduce at least the key vocabulary below:

ride on the right on the left crash police officer

Ask students to repeat after you as you read the captions again.





5. Ask students to close their books. Pair students and give each pair a stack of the picture cards you have prepared. Demonstrate how they can work together to put the cards in order. Then, ask them to do so in pairs.

6. When they have completed this task, encourage them to tell the story to each other, using their ordered cards as a guide. If necessary, students at very beginning levels can open their books again to the story and read the captions.

Extended Practice Ideas:

- Have more advanced students write the story on a separate sheet of paper, using their picture cards as a guide.
- Have more advanced students draw another panel (or panels) in the picture story, write the new caption(s), and present to the class.
- Have students at beginning levels match picture cards with cutouts of the captions.



Activity 5d

Dialogue

Notes to Teacher:

- a. This activity may be too difficult for the lower level students in the class. Modify this activity for lower level students by having them practice reading aloud the written dialogue.
- b. More advanced students can create the new dialogues based on the illustrations. In multilevel classes, higher level students can write down the new dialogues and then practice them with the lower level students.
- c. In this activity and the one that follows, emphasize the rule that bicyclists should ride on the right side of the road. Because the language in this lesson must be kept at a level that is appropriate for beginners, the extension of this rule—that bicyclists should always bike in the same direction that cars drive—is not included. However, an opportunity may present itself for you to make this point to students through illustrations or demonstrations.

1. Refer students to **Activity 5d (Student Workbook, page 36)**. They should recognize the characters in the picture from the previous activity. Ask:

Who is the police officer? (Officer Oveda)

Who is the boy? (David)

What are they talking about? (the crash)

Walk and Bike *Safely* Student Workbook

Activity 5d

Instructions: Listen to your teacher read the conversation. Look at the new pictures. Have new conversations with a partner.

1. 

Who is the police officer?
Who is the boy?
What are they talking about?

2. 

Officer Oveda: David, bicyclists must obey traffic laws, just like drivers.
David: Oh, I didn't know that.
Officer Oveda: Ride on the right side of the road. And be careful!
David: I will. I'm sorry.





2. Ask students to listen as you read the dialogue with a more advanced student or with another English speaker at the school:

Officer Oveda: *David, bicyclists must obey traffic laws, just like drivers.*

David: *Oh. I didn't know that.*

Officer Oveda: *Ride on the right side of the road. And be careful!*

David: *I will. I'm sorry.*

3. Write the dialogue on the board. Check students' comprehension of the words and phrases. Use demonstrations and the illustrations to convey meaning, if necessary. Have students repeat after you as you read it again slowly.

4. Direct students' attention to the remaining three illustrations in this activity (**Student Workbook, pages 36-37**). Using the second illustration, work with a volunteer to model a new dialogue that is almost identical to the first dialogue (above). Use the dialogue prompt next to the illustration. Modify the dialogue that is already on the board, underlining the new command. For example:

Officer Oveda: *David, bicyclists must obey traffic laws, just like cars.*

David: *Oh. I didn't know that.*

Officer Oveda: *Stop at stop signs.* *And be careful!*

David: *I will. I'm sorry.*

5. Ask students to practice similar dialogues using the remaining illustrations in **Activity 5d**. Note that in pictures #3 and #4, the dialogue prompt has changed slightly from the original model to make it more appropriate to the new illustrations. Circulate among students to listen and give feedback where necessary.

Walk and Bike *Safely* Student Workbook

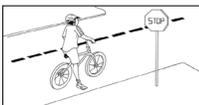
Activity 5d

Instructions: Listen to your teacher read the conversation. Look at the new pictures. Have new conversations with a partner.

1.  Who is the police officer?
Who is the boy?
What are they talking about?

2.  Officer Oveda: David, bicyclists must obey traffic laws, just like drivers.
David: Oh, I didn't know that.
Officer Oveda: Ride on the right side of the road. And be careful!
David: I will. I'm sorry.

Walk and Bike *Safely* Student Workbook

3.  Officer Oveda: David, bicyclists must obey traffic laws, just like drivers.
David: Oh, I didn't know that.
Officer Oveda: _____, And be careful!
David: I will. I'm sorry.

4.  Officer Oveda: David, bicyclists must obey safety rules.
David: Oh, I didn't know that.
Officer Oveda: _____ And be careful!



Students' new commands should be:

Third illustration: *Wear a helmet.*

Fourth illustration: *Hold the handlebars. OR keep both hands on the handlebars.*

6. Follow up by asking pairs to role play a dialogue for the class.



Activity 5e

Writing and Lesson Review

This activity serves as a review of **Lesson 5: Bike Safely: Follow Traffic Rules**. After students complete this activity, it can be used in other ways for review and practice.

1. Ask students to look at the picture in **Activity 5e (Student Workbook, page 39)**. Remind them that the class has been talking about biking safely. Write on the board: *Bike safely*.
2. Instruct students to complete the safety rules in **Activity 5d** by choosing words from the box at the top of the page. Complete item 1 as a class and write the completed rule on the board:

Ride your bicycle on the right side of the road.

3. Circulate among students to assist and give feedback.
4. When they are finished, review the answers as a class by asking volunteers to read the messages aloud or to write them on the board:

1. *Ride your bicycle on the right side of the road.*
2. *Obey traffic signs and signals.*
3. *Stop for pedestrians in the crosswalk.*
4. *When you bike, watch for traffic.*
5. *Every time you ride a bicycle, wear a helmet.*

Walk and Bike *Safely* Student Workbook

Activity 5e

This activity reviews what we have learned in Lesson 5: Bike Safely - Follow Traffic Rules.
Instructions: Fill in the blanks with words from the box. Complete the rules for bicycling safely.

helmet
stop
right
traffic
obey

1. Ride your bicycle on the _____ side of the road.
2. _____ traffic signs and signals.
3. _____ for pedestrians in the crosswalk.
4. When you bike, watch for _____.
5. Every time you ride a bicycle, wear a _____.

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Extended Practice Ideas:

- Have literacy level students copy the safety messages (rules) on a separate sheet of paper and take them home to their families and/or share them with students in other classes.
- Write out the safety messages in large print on one piece of paper. Make photocopies of the paper, cut the sentences into strips, and cut each strip in half (between words). Ask literacy level students to work in pairs to put the sentences together. Make it a race.
- Have the class work together to create an illustrated poster of the safety messages and hang it in a place where students in other classes or the public can see it.
- Draw checkboxes () to the left of each completed safety message and photocopy the paper for students. As homework, students can put a check in the box next to each safety rule they follow in the time before the next class session. This activity can only be assigned if students in the class bike regularly.



Lesson 6:

Walk and Bike *Safely* – Pay Attention





Safety Messages:

- Watch for traffic: cars, pedestrians, and other bicyclists.
- Watch for dangers in the road: parked cars, car doors opening, potholes, gravel, leaves, etc.
- Listen for traffic: Do not use cell phones or listen to music while riding a bicycle.

New Vocabulary:

car door	pothole
dangers	rules
gravel	slow

Other Important Vocabulary:

child, dangerous, listen, open, pay attention, pedestrian, stop, traffic

Time:

1 hour (This time is approximate and depends on instructional choices and learners' proficiency levels.)



Materials and Preparation:

- One copy of *Walk and Bike Safely Student Workbook* for each student
- Whiteboard or flip chart and three or four markers of different colors
- Photocopies of the three Bingo boards in **Activity 6c (Teacher's Guide, pages 95-97)**, so that there are different versions for students to use (make extra copies so that each student can play more than once)
- Bingo words on individual slips of paper in an envelope: bicycle, gravel, handlebars, headlight, helmet, No Bicycles sign, open car door, pothole, reflector, stop sign, traffic signal
- Optional: Bring some gravel to class; the meaning of the word *gravel* might not be clear to students from illustrations, so it would be helpful to have some to clarify or reinforce the meaning



Activity 6a

Introduction and Warm-up

Notes to Teacher:

In this lesson, students will identify items that bicyclists should watch out for. Help students understand the following:

- a. Riding over a pothole or gravel while biking could cause the bicyclist to fall.
- b. Bicyclists should try to ride around dangers in the roadway.

1. Refer students to **Activity 6a (Student Workbook, page 41)**. Ask students to look at the illustration. Ask:

What do you see?

What are the dangers?

Point out the pothole in the picture and circle it to make sure students understand the word *danger*. Ask them to work with a partner to circle other dangers they see in the picture.

2. Bring the class back together. Go through the dangers they have circled, and elicit and teach the following vocabulary words. Write them on the board:

car door child gravel pothole traffic

Please note:

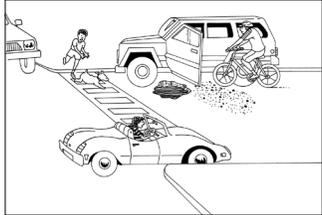
- Students might also identify the dog or other people as dangerous, since they could run into the bicyclist's path.

Walk and Bike *Safely* Student Workbook

Activity 6a

This lesson reviews what we have learned in Lesson 6: Walk and Bike Safely - Pay Attention.

Instructions: Look at the picture. Answer the questions.



1. What do you see?

2. What are the dangers? Circle them.

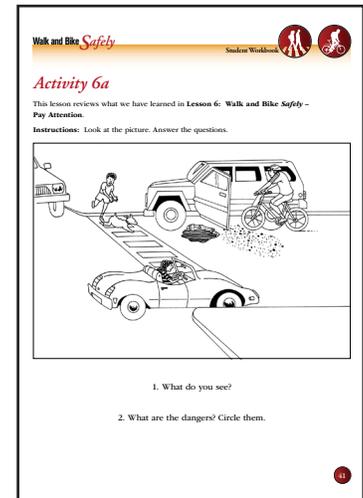
41



3. Practice the pronunciation of the words. Then, check comprehension by pointing to items in the illustration and asking students to identify them.

Extended Practice Idea:

- Have the whole class dictate a short, simple story to you about the picture in **Activity 6a (Student Workbook, page 41)**. Encourage them to tell you what happened and what the consequences were. Students should work together to orally construct the story. They can correct each other, suggest alternatives to story lines, and reach consensus on the best course of events. As students tell the story, write what they say on the board without correcting grammatical errors. After the story is complete, review it with the students. Work together to correct the language in the story. Let them see you erase incorrect language and replace it with correct language. Once the story is grammatically correct, read the story aloud with students at least twice. Follow up with any of the following additional activities, depending on students' level of English and literacy:
 - Cover up the story on the board and have students tell the story to each other in pairs.
 - Cover up the story on the board and have lower level students tell the story to a more advanced student, who will write it down and make sure the language is correct.
 - Write the story onto a piece of paper, with each sentence of the story on a separate line on the paper. Photocopy the paper, cut the photocopies into sentence strips, and shuffle each set. Have students work together in pairs to order the strips into the original story.
 - Have literacy level students copy the story from the board into their notebooks.

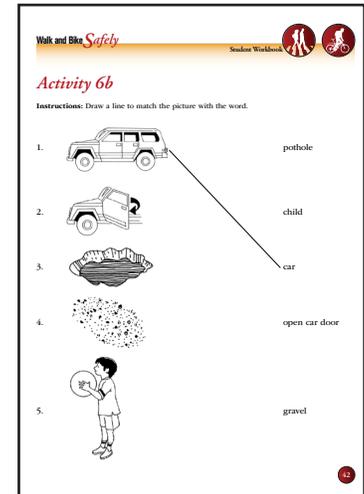




Activity 6b

Vocabulary

1. Refer students to **Activity 6b (Student Workbook, page 42)**. Use the first illustration, of a car, to demonstrate how to draw a line from each small illustration to the word it represents.
2. Ask students to match the remaining illustrations to the appropriate vocabulary words.
3. Ask students to compare their answers with a partner.
4. Review the answers as a class to ensure students have properly matched the word and the picture.
5. Together, practice the pronunciation of the words once more.





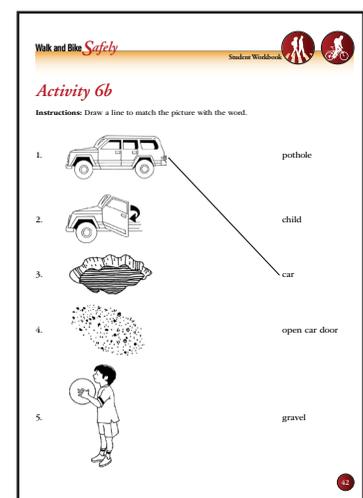
Activity 6c

Bingo

Notes to Teacher:

- a. This Bingo game uses key words from Lessons 4 and 5. If you have not completed these lessons with students, you will need to teach some of their vocabulary words before students play this game.
- b. Prepare photocopies of the Bingo cards located in this activity (**Teacher's Guide, pages 95-97**) and the envelope of Bingo words described in **Lesson 6** section "**Materials and Preparation**" (**Teacher's Guide, page 89**).

1. Write the word *Bingo!* on the board. Pass out the Bingo cards to students. Show students one of the cards using an overhead projector or a photocopy. Ask students to identify each of the pictures. Write each of the vocabulary words on the board as they are identified.
2. Using an overhead projector, the board, or one of the photocopies, model the game for students. Show them that if you call out a word that is represented by a picture on the Bingo sheet, they should mark an X through it. If you call out a word that is not pictured on their sheet, they should do nothing. Explain that when they have three Xs in a row or in a line, they should call *Bingo!* quickly and loudly! The first person to call *Bingo!* wins the game.
3. When you sense that students understand the rules enough to try the game, begin. Pull the cards out of your prepared envelope one by one, reading them aloud slowly and clearly. Keep the pulled words out of the envelope so that you can check students' answers after the game. Circulate among students as you read to make sure they understand. The words that appear on the Bingo cards are:

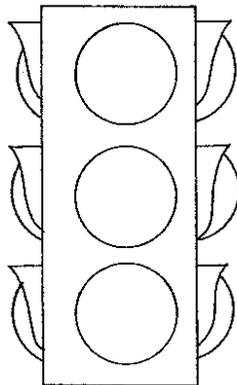
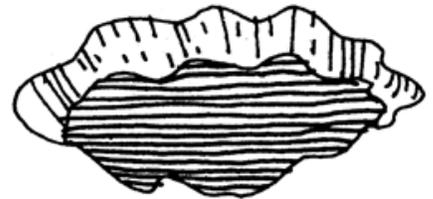
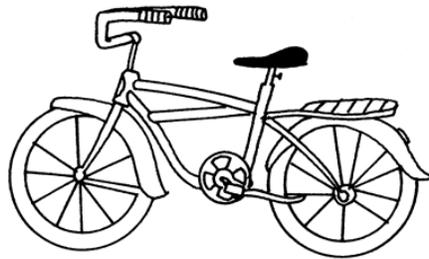
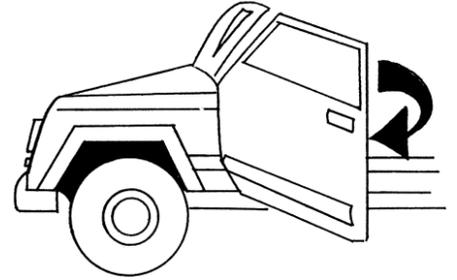
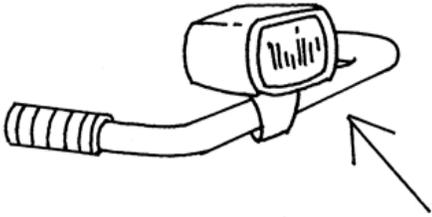




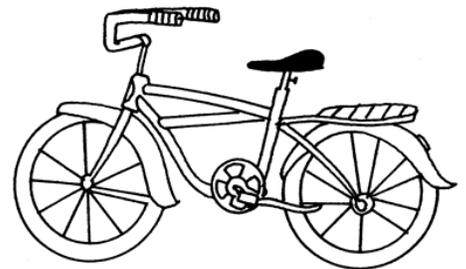
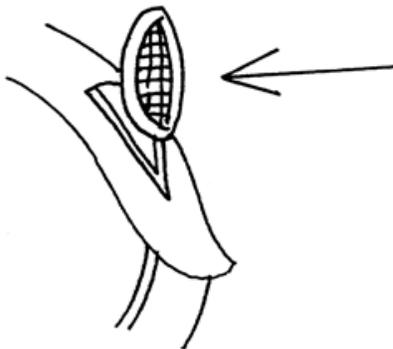
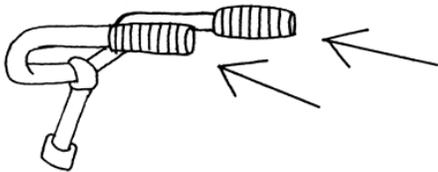
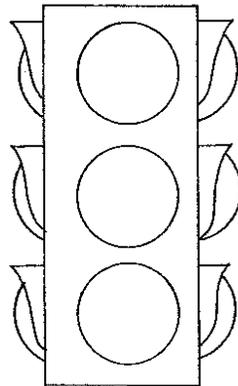
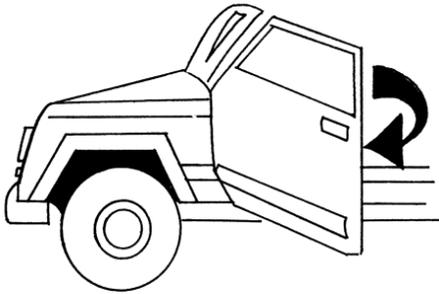
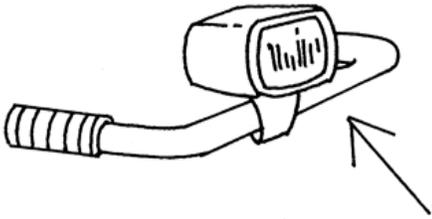
bicycle *gravel* *handlebars* *headlight*
helmet *No Bicycles sign* *pothole* *open car door*
reflector *stop sign* *traffic signal*

4. Encourage the first winner to call out *Bingo!* Then, ask the winner to say the words in their winning row. Engage the other students in checking to make sure the winner is correct. Continue to play the game until there are a few more winners. You may want to give small prizes to the winners. Use the opportunity to help students review the meaning and pronunciation of the last two lessons' vocabulary words.

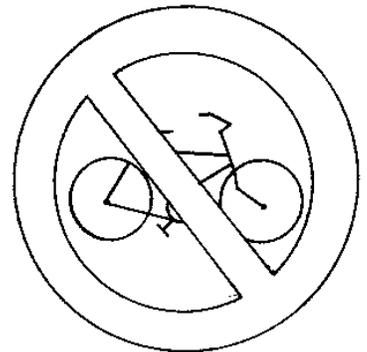
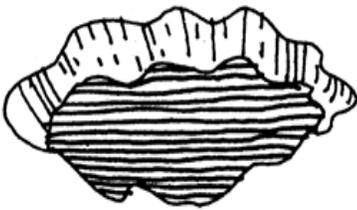
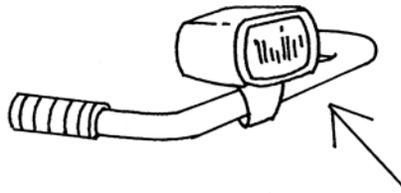
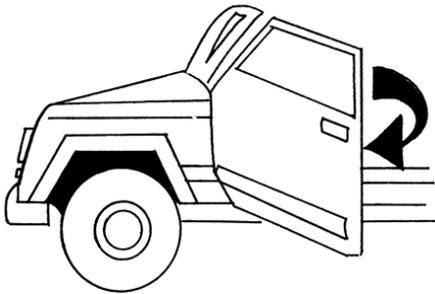
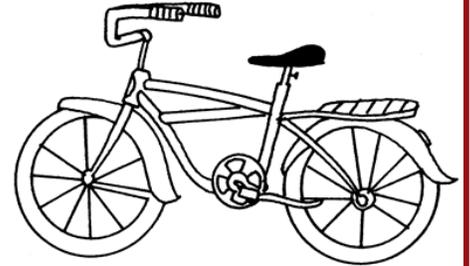
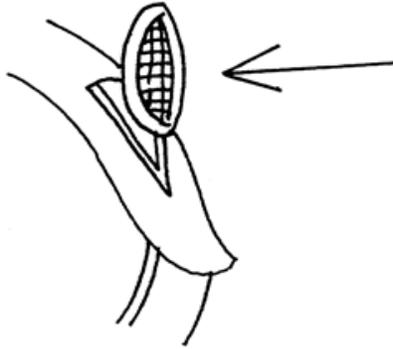
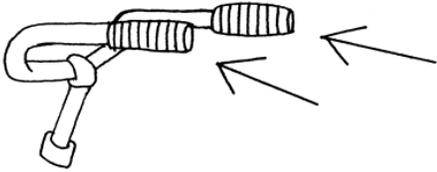
BINGO!



BINGO!



BINGO!





Activity 6d

Writing and Lesson and Curriculum Review

Notes to Teacher:

This activity may be used as a review of bicycle *and* pedestrian safety information.

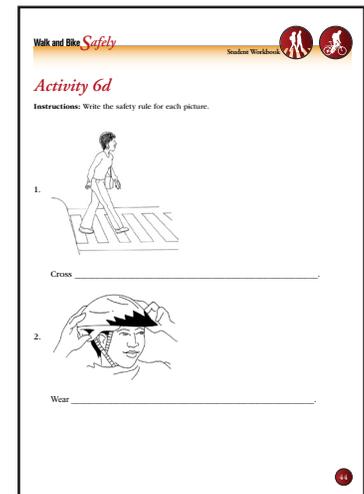
1. Refer students to **Activity 6d (Student Workbook, page 44)**. Write *Walk and Bike Safely!* on the board. Remind students that the preceding lessons have been about being safe when they and their families walk and bike. If students are able, have a conversation with them about what they feel they have learned in the safety lessons. Ask them what safety rules for the family they have learned.
2. Draw students' attention to the first illustration in **Activity 6d**. Ask them what they see. Write the following on the board:

Cross _____.

Ask students what safety rule is being illustrated in the picture. Students' answers will vary, but try to elicit the following and write it on the board.

Cross the road in the crosswalk.

3. When it is clear that students understand their task, ask them to get into pairs and fill in the blanks with the remaining rules, according to the pictures they see on **pages 44-46** of the **Student Workbook**. Circulate among students to assist. Though students' interpretations of the illustrations and their rules may vary, the rules that are intended to be displayed are listed below:





1. *Cross the road in the crosswalk.*
2. *Wear a helmet.*
3. *Walk on the sidewalk.*
4. *Obey traffic signs and signals.*
5. *Look left, right, and left for traffic. OR Look for traffic.*
6. *Watch for dangers.*
7. *Do not listen to music.
Do not talk on the cell phone.*

Extended Practice Idea:

- For lower level students, make a copy of **pages 44-46** of the **Student Workbook**. Write the sentences above in the blanks and then make photocopies of the pages. Cut out the pictures and the sentences and shuffle both in separate piles. Have students work together in pairs or small groups to match the sentence with the picture.
- For lower level students, write the correct sentences on the lines in **pages 44-46** of their **Student Workbook**. Have students copy the sentences in their notebooks.



Appendix



Easy Steps to Properly Fit a Bicycle Helmet

It's not enough to simply buy a bicycle helmet – it should be properly fitted, adjusted, and worn each time you ride.

The Proper Helmet Fit

Helmets come in various sizes, just like hats. Size can vary between manufacturers. For the most comprehensive list of helmet sizes according to manufacturers, go to the Bicycle Helmet Safety Institute (BHSI) site: <http://www.danscomp.com/products/charts/helmetchart.htm>

To select and properly fit a bicycle helmet, follow the helmet fitting instructions in this flyer.

It may take some time to ensure a proper fit. It is easier if you have someone help you adjust the straps.

Step 1 Size:

Measure your head for approximate size. Try the helmet on to ensure it fits snugly. While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side. Sizing pads come with new helmets; use the pads to securely fit to your head. Mix or match the sizing pads for the greatest comfort. In your child's helmet, remove the padding when your child's head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.



Step 2 Position:

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.



Step 3 Buckles:

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.



Step 4 Side Straps:

Adjust the slider on both straps to form a "V" shape under, and slightly in front of, the ears. Lock the slider if possible.



Step 5 Chin Strap:

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.



Step 6 Final Fitting:

- A. Does your helmet fit right? Open your mouth wide...big yawn! The helmet should pull down on the head. If not, refer back to step 5 and tighten the chin strap.
- B. Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
- C. Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap, and test again.
- D. Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

When to Replace a Helmet.

Replace any helmet that has been involved in a crash, or is damaged.

The Helmet Should Fit Now.

Buy a helmet that fits your head now, not a helmet to “grow into.”

Replace any helmet that has been outgrown.

The Helmet Should Be Comfortable.

If it feels small, put in the thinner sizing pads or purchase a larger helmet. Ideally, select a helmet brand and size that fits well prior to any adjustments. If you buy a helmet that you find comfortable and attractive, you are more likely to wear it.

The Helmet Must Cover Your Forehead.

The Chin Strap Must Be Tight and Properly Adjusted.

The Helmet Should Not Rock Forward or Backward on Your Head.

If it does, see step 6.



A bicycle helmet can protect your head and brain ONLY if you wear it each time you ride!

Helmet Laws

Many States and local jurisdictions have bicycle helmet laws; please refer to your State or local jurisdiction. To find this information go to www.helmets.org/mandator.htm

A bicycle crash can happen at any time. A properly fitted bicycle helmet reduces the risk of head injury by as much as 85 percent and the risk of brain injury by as much as 88 percent.

More children age 5 to 14 go to hospital emergency rooms for injuries associated with bicycles than with any other sport. Many of these injuries involve the head. Helmet laws ensure the safety of our children.

Model Safe Behavior

Everyone — adult and child — should wear bicycle helmets each time they ride. Helmets are the single most effective way to prevent head injuries resulting from bicycle crashes. Wearing a helmet each ride can encourage the same smart behavior in others.

Helmet Certification

Buy a new helmet that has been tested and meets the uniform safety standard issued by the U.S. Consumer Product Safety Commission (CPSC); use an old helmet only if it has a seal from one or more of the voluntary bicycle helmet standards, such as ASTM, Snell, or ANSI. Look for the certification seal labeled on the helmet.

DOT HS 810 600
April 2006



For more information on bicycle safety, visit the National Highway Traffic Safety Administration (NHTSA) Web site at: www.nhtsa.dot.gov

