

# **Bicycle Safety**

**by Amber Gallup --Center for Applied Linguistics (CAL)**

**in conjunction with ASPIRA Association**

**and funding through National Highway Traffic Safety Administration  
(NHTSA)**

## **ESL Student Book**



## Activity 2. A Safe Bicycle

**Instructions:** Look at the picture of the bicycle below. Label the items with the words from the boxes.

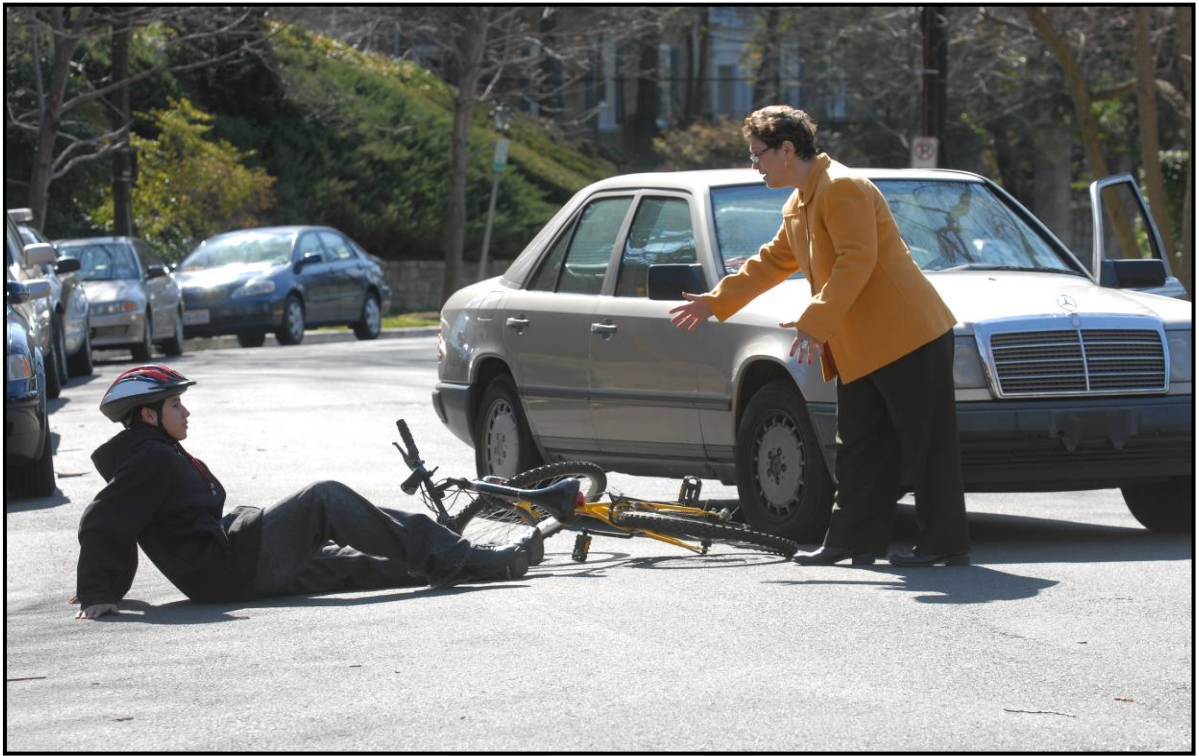
Pedals	Headlight	Handlebars	Tires
Brakes	Helmet	Seat	Reflector



## Activity 5. A Bicycle Crash

*Bicycle Safety ESL Student Book* by Amber Gallup, Center for Applied Linguistics with ASPIRA Association and funding through National Highway Traffic Safety Administration (NHTSA)

**3**



**What happened? Why did it happen?**

**4**



**What do you think Officer Oveda is saying to David?**



### Activity 5b.

**Instructions:** Listen to Officer Oveda and David's conversation after the crash. Then, read along as you listen again. Practice the dialogue with a partner.

**Officer Oveda:** Hey! Are you OK?

**David:** Yes. I think so.

**Officer Oveda:** Well, you're lucky that you're not hurt. What's your name?

**David:** David Lorenzo.

**Officer Oveda:** Listen, David. You were riding on the wrong side of the road. The driver almost hit you.

**David:** I was just riding home from school.

**Officer Oveda:** You must ride your bike in the same direction as traffic. You are a vehicle, just like a car. You must follow all the same rules as cars.

**David:** Oh, I'm sorry. I didn't know.

**Officer Oveda:** It's a good thing you were wearing your helmet. Bike crashes can cause head injuries. Bike helmets protect your head and brain!

**David:** I've never fallen before.

**Officer Oveda:** Well, even good riders fall. Sometimes drivers don't see you. Wear bright clothing and always look out for vehicles. You need to be responsible for your own safety. Follow the rules of the road.

### Activity 5c.

**Instruction 1:** Write the past tense of the verbs below:

wear \_\_\_\_\_

ride \_\_\_\_\_

leave \_\_\_\_\_

cause \_\_\_\_\_

**Instruction 2:** Now, look at the pictures on **page 4** again. What did David do wrong? Talk with your partners about the mistakes that David made. Use the past tense. Try to use the verbs above

**Examples:** David wore a dark shirt.  
David didn't wear bright colors.

**Activity 5d.**

**Instruction 1:** David's behavior must change so that he is safer. Listen to his conversation with Officer Oveda again. Write down rules for his new behavior. The first one is an example.

<b>New Rules</b>
<i>David must wear bright clothing.</i>
<i>David must...</i>
<i>David must...</i>
<i>David must...</i>
<i>David must...</i>

**Instruction 2:** Now, discuss the following question with your partners. Write your ideas. Then, discuss them with your instructor:

What can a *driver* do to help keep bicyclists safe?

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## Bicycle Safety—Teacher's Guide

### Objectives:

Bicycle Safety	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> <li>• Discuss and review reasons for biking and associated risks.</li> <li>• Describe key bicycle safety practices for children, teenagers, and adults.</li> <li>• Identify proper bicycle safety equipment.</li> <li>• Identify road hazards for bicyclists.</li> <li>• Discuss how a bicyclists' behavior can cause or prevent crashes.</li> <li>• Create bicycle safety rules for children and family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Use present continuous aspect.</li> <li>• Use simple present tense and commands, both positive and negative.</li> <li>• Ask and respond to simple yes/no and wh-questions, both positive and negative.</li> <li>• Use the modals <i>should</i> and <i>must</i>, and the construction <i>have to</i>, to express obligation.</li> <li>• Use the past tense of high-frequency verbs.</li> </ul>

**Time:** 4 hours [This time can be divided between several class sessions. It is approximate and depends upon instructional choices and students' proficiency levels.]

### Materials/Preparation:

- A color copy of the *Bicycle Safety Student Book* for each student
- A bicycle with a headlight, flashing red lights in the back and a helmet [optional but recommended]
- Fluorescent (or bright) clothing and/or reflective items for display [optional but recommended]
- Poster board or flipchart paper
- Large black permanent markers

### Key Vocabulary:

bike/bicycle/bicyclist  
 behavior  
 brakes  
 bright  
 crash  
 dangers  
 fit (bicycle or helmet)  
 red light/red reflector  
 grate  
 handlebars

headlight (white)  
 helmet  
 injured  
 injury  
 parked  
 pedals  
 pothole  
 protect  
 reflective  
 reflector

responsible  
 safety equipment  
 seat  
 tires  
 traffic  
 transportation  
 vehicle  
 visible

## Notes to Instructor:

### Introduction

This curriculum module, *Bicycle Safety*, is the second of a two-part series designed for the adult English language learner at the high beginning and low intermediate levels. The first module is entitled *Pedestrian Safety*. Each of the modules has a Teacher's Guide and a Student Book.

Immigrants, particularly Hispanic/Latino immigrants, are disproportionately affected by pedestrian and bicycle crashes in the United States. This curriculum series presents key safety concepts as it tells the stories of a pedestrian-motor vehicle crash, a second motor vehicle crash caused by a teenage bicyclist, and the consequences of these crashes in the lives of two families.

### Resources

This Teacher's Guide has been designed to support you in presenting content that may be unfamiliar. Nonetheless, it may be wise to survey the topics of pedestrian safety for your own information before using this curriculum module. If you wish to do so, visit:

- National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>. Search on *pedestrian* and *bicycle*.
- Pedestrian and Bicycle Information Center: <http://www.pedbikeinfo.org>
- National Center for Safe Routes to School: <http://www.saferoutesinfo.org>

### Instruction

*Bicycle Safety* builds upon and reviews the concepts and vocabulary that were introduced in the *Pedestrian Safety* curriculum module. It also continues the story line about a pedestrian-motor vehicle crash that began in that module. As such, it is best to teach *Bicycle Safety* **after** *Pedestrian Safety* has been taught. If that is not possible in your class, you may need to spend more time than is allotted here to review the key concepts of visibility, safety behavior, and road signs and signals that are introduced in the previous module.

If you have not taught *Pedestrian Safety*, you will also need to tell students the story of the crash involving Carlos Lorenzo (the driver) and Carmen Ruiz (the pedestrian). You will need to tell them that Nati Ruiz (Carmen's mother) has decided, in the wake of Carmen's crash, that she and her family need to behave differently in order to be safer in and around traffic. Even if you have taught *Pedestrian Safety*, it will be worthwhile to review the story line with students. Remind them that David Lorenzo, Carlos's son, was in the car with him when he struck Carmen. Carlos will be an important character in this module. Police officer Oveda also reappears in this module.

It is important that the teacher emphasize the main safety messages throughout this module. They are the most important elements of this curriculum. For a consolidated list of this module's safety messages, see the Review list on page 15 of this Teacher's Guide.

Please note that the word *accident* is not used in either the *Pedestrian Safety* or *Bicycle Safety* curriculum modules. It is avoided because *accident* could be understood to infer that the incident could not be prevented. Instead, we use the word *crash*. Nonetheless, many students may know the word *accident*, and it is more commonly used. Therefore, it is wise to introduce both terms and then use the word *crash* most frequently. Throughout the use of these modules, emphasize the fact that many crashes can be prevented if traffic safety behaviors are learned and used by pedestrians, bicyclists, and motorists.

Finally, be aware that motorcyclists refer to their vehicle as a bike and to themselves as *bikers* or *riders*. In the context of this module, the word *bike* will be used interchangeably with the word *bicycle* and the words *bicyclist* and *cyclist* will refer interchangeably to the person who rides the bicycle.