

McGruff on the Law: Bicycles and Pedestrians

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

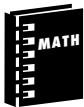
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

McGruff on the Law: Bicycles and Pedestrians

THEMES

McGruff on the Law: Bicycles and Pedestrians explains two types of laws that are important to young people. Bicyclists and pedestrians alike are offered guidance on protective clothing, dangerous areas, and staying alert. Proper bicycle maintenance and operation is also discussed. In addition, realistic portrayals illustrate what can happen when street laws are ignored or disobeyed.

OVERVIEW

In *McGruff on the Law: Bicycles and Pedestrians*, McGruff the Crime Dog meets a group of young people in the park to discuss bicycle and pedestrian safety. He explains the importance of understanding and obeying all laws. Using three examples from his files, McGruff illustrates how accidents can happen when people don't pay attention to safety rules. He also teaches children to lock and label their bikes, to wear proper safety gear when riding and to ride single file on the right side of the street.

OBJECTIVES

- ▶ To explain the importance of understanding and obeying laws.
- ▶ To illustrate the kinds of laws that pertain to bicyclists and pedestrians.
- ▶ To provide examples of what can happen when laws are ignored or disobeyed.
- ▶ To offer guidance on how to properly operate and maintain a bicycle and prevent its theft.
- ▶ To give advice on what kinds of protective gear and clothing to wear when riding a bike or walking at night.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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9710 DeSoto Avenue
Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Each year, many bicyclists and pedestrians are injured because they did not follow the law. Laws are made to protect us and keep us safe and healthy. Breaking the law can cause serious problems, not only for the law breakers, but also for innocent people who were in the wrong place at the wrong time. By understanding and obeying bicyclist and pedestrian safety laws, we can prevent most accidents from happening.

INTRODUCTION TO VOCABULARY

Write the word "pedestrian" on the board. What does this word mean to students? What special responsibilities does a pedestrian have? What dangers does a pedestrian have to consider when walking near traffic?

(A pedestrian is someone who is walking, usually on the sidewalk or near the street. Pedestrians must follow pedestrian safety laws, such as crossing the street at intersections. Pedestrians must be cautious around traffic because cars move very quickly. In addition, pedestrians have to look out for drivers who go too fast or fail to stop at red lights.)

FOCUS

At one time or another, most of us have been required to walk near the street or ride a bicycle. Safety laws for bicyclists and pedestrians are there to keep us safe, but they can't help if we don't know them. Tell students they are going to learn more about how to protect themselves when they are on their own, whether walking or riding a bike.

DISCUSSION IDEAS

Ask students what types of situations require them to walk or ride a bicycle. What dangers do they face as a bicyclist or pedestrian? How do they handle these dangers? Do they know any laws pertaining to bicyclists or pedestrians? What are these laws?

JUMP RIGHT IN

HOW TO USE THE *MCGRUFF ON THE LAW: BICYCLES AND PEDESTRIANS* AIMS TEACHING MODULE

Preparation

- ▶ Read *McGruff on the Law: Bicycles and Pedestrians* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *MCGRUFF ON THE LAW: BICYCLES AND PEDESTRIANS*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *McGruff on the Law: Bicycles and Pedestrians* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *MCGRUFF ON THE LAW: BICYCLES AND PEDESTRIANS*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Connection to Art

Ask students to draw a safe bicyclist. Did they remember to include reflectors, a horn and a name label on the bike? Did they draw a helmet on the bicyclist?

In what type of environment did they place the bicyclist? Spend a few minutes discussing some important aspects of the students' drawings.



30 Minutes

Critical Thinking

In many communities, bicycle owners must register their bikes with the police. This is a good idea, even in places where it is not required by law. What could be the reason? How could registration with the police help the owner in the future?

(If the bike is stolen and later found by the police, the bike will be identified and returned to the owner.)

Many people also choose to engrave their bicycles with a special number. How might this prevent the bicycle from being stolen in the first place?

(Thieves might not know that a bike is registered, but they can see an engraved number. Most thieves don't want to steal something that can be identified as stolen.)



10 Minutes

Meeting Individual Needs

Ask students to make sentences using each of the following words or phrases.

bicycle laws
pedestrian
intersection
traffic
signal

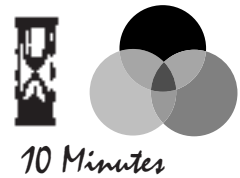


30 Minutes

Cultural Diversity

In some countries, many people ride bicycles instead of driving cars. What might be the reason? Do you think most of these bike riders live in the city or the country?

(In some countries, cars and gasoline are very expensive. Bicycles are a cheaper way to get around. Bikes also help save energy because they don't need fuel, and they are kind to the environment because they don't give off pollution. Most people who rely on bikes as their main source of transportation live in the city, where they have to travel only short distances.)



Writing

Laws are very important rules that keep everyone in the community safe. Ask students to think for a moment about what life would be like if there were no laws. Tell them to write a paragraph describing some of the things that might happen. How would they feel in a world without laws?



Extended Activity

Conduct a bicycle safety exercise on the school play field. Allow students to practice proper riding speeds, braking techniques, signaling and intersection crossings. After the safety exercise, quiz students on what they learned during the exercise.



Link to the World

Ask a law enforcement officer or city official to visit the class and answer the following questions. Are there any local laws concerning bicycle registration? What are the safety laws concerning bicyclists and pedestrians? What traffic areas in the community are especially dangerous, and how can students protect themselves in these areas?



Connection to History

The first bicycle was built over 200 years ago in 1790. Other models followed, including the Draisine, the High Wheeler and the Pedal-Powered bicycle. Many of these early bicycles looked quite strange. Obtain pictures of these early bikes from an encyclopedia or reference book. Share them with students and talk about how these bikes are different from the ones we ride today.



Culminating Activity

Ask children to come up with possible endings for each scenario below.

1) A pedestrian crosses the street while wearing headphones that are playing loud music.

(With the headphones on, the pedestrian would not hear the siren or horn of a fast-approaching vehicle.)

2) A bicyclist wears his favorite black sweat suit while riding his bike to a friend's house one evening.

(Dark colors will make the bicyclist hard to see, even if his bike has proper reflectors.)

3) A pedestrian walks past the crossing guard because she is late for class.

(Crossing guards know when it is safe for you to cross. You should always wait for their signal before crossing the street.)



VOCABULARY

Fill in the number of each word next to its meaning.

- | | |
|-----------------|---------------|
| 1. accident | 5. pedestrian |
| 2. bicyclist | 6. reflective |
| 3. intersection | 7. signal |
| 4. laws | 8. traffic |

- ___ rules that protect us and keep us safe
- ___ someone who is walking
- ___ what could happen if you break the law
- ___ cars that are moving on the street
- ___ place where pedestrians should cross the street
- ___ sign that tells others what you are going to do
- ___ someone who rides a bicycle
- ___ kind of clothing that is easy to see at night

CHECKING COMPREHENSION

Circle the letters of the words that best fill each blank.

____(1) ____ are rules that protect us and keep us safe. Always ride your bicycle ____ (2) ____ . Look ____ (3) ____ before crossing the street. Always ride on the ____ (4) ____ side of the street. Walk your bike across all ____ (5) ____ . Always wear ____ (6) ____ when riding your bike. ____ (7) ____ riding should only be done in special areas. Keep your bike safe by ____ (8) ____ it when you are done. When you walk, you are known as a ____ (9) ____ . You should always wait for a ____ (10) ____ light before crossing the street.

1. A. Streets
B. Laws
C. Voters
D. Drivers

6. A. a jacket
B. sunglasses
C. a helmet
D. a hat

2. A. single file
B. in groups
C. very fast
D. in the street

7. A. Trick
B. Safe
C. Unsafe
D. Blindfolded

3. A. left
B. straight ahead
C. right
D. in all directions

8. A. signaling
B. washing
C. painting
D. locking

4. A. left
B. busy
C. right
D. big

9. A. pedestrian
B. bicyclist
C. driver
D. wheelie

5. A. rivers
B. intersections
C. yards
D. driveways

10. A. red
B. yellow
C. green
D. white

SAFE OR UNSAFE

Next to each safe action, write the word "SAFE." Next to each unsafe action, write the word "UNSAFE."

1. _____ Joe goes through a stop sign because he doesn't see a car coming.
2. _____ Kim rides her bike extra fast to make it to practice on time.
3. _____ Jamie looks left, then right, then left again before crossing the street.
4. _____ Pete rides his bike slowly on the left side of the street.
5. _____ Lee crosses the street in the middle of the block.
6. _____ Casey waits for a green light before crossing the street.
7. _____ Mark walks his bike across a busy intersection.
8. _____ Jose holds out his left arm before making a left turn.

TRUE OR FALSE

Color circles with true statements GREEN and circles with false statements RED.

A bicyclist should always use arm signals before turning.

It's okay to carry someone on the handlebars, as long as the bike goes slowly.

All stop signs must be obeyed by bike riders.

A bike should be locked when it's not being used.

An intersection is the most dangerous place to cross the street.

Trick riding should only be performed on the sidewalk.

Pedestrians should always try to stay out of blind spots.

A helmet should only be worn at night.

FILL IN THE BLANKS

Use the words below to fill in the blanks.

accident
attention
bicycle
consequences
innocent
pedestrian
protect
signals
voters

1. Laws are important rules that _____ everyone in the community.
2. _____ elect people to become leaders who make the laws.
3. Breaking the law can have serious results, or _____. (consequences)
4. Law breakers and _____ people can get hurt when the law is broken.
5. A _____ is a vehicle that should be used very carefully.
6. A _____ is someone walking on the sidewalk or near the street.
7. Traffic _____ should be obeyed by bicyclists, motorists and pedestrians.
8. People riding or walking near traffic should always pay _____.

BIKE SAFETY MATCH-UP

Match each bike word on the left with the correct meaning on the right.

- | | |
|-----------------|---|
| 1. chain | should be checked for air before a bicyclist gets on the bike |
| 2. helmet | busy place that bike should be walked across |
| 3. horn | should be worn to protect bicyclist's head |
| 4. intersection | side of the road a bicyclist should always ride on |
| 5. label | arm held out before a bicyclist turns |
| 6. reflector | used to lock up bike when it's not in use |
| 7. right | place to put your name, so you can recognize your bike |
| 8. signal | kind of bike riding that should only be done in special areas |
| 9. trick | can sound a warning if the biker gets in trouble |
| 10. wheels | bright material that can be seen at night |

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

accident
bicycle
helmet
intersection
laws
pedestrian
safety
sidewalk
signal
traffic

B	A	O	H	D	I	L	A	P	S	L	Q
I	N	T	E	R	S	E	C	T	I	O	N
C	H	N	L	P	I	P	C	C	D	E	Q
Y	K	A	M	E	G	B	I	G	E	X	T
C	O	V	E	N	N	J	D	T	W	L	R
L	H	I	T	A	A	G	E	B	A	G	A
E	O	C	I	N	L	B	N	S	L	L	F
C	K	P	B	C	M	J	T	D	K	S	F
P	E	D	E	S	T	R	I	A	N	Q	I
R	K	O	J	V	J	R	M	R	L	U	C
L	A	W	S	T	R	S	B	M	T	R	T
F	L	S	A	F	E	T	Y	F	O	S	V

TEST

Circle the phrase which best answers each question.

1. What is a pedestrian?
 - someone riding a bicycle
 - someone driving a car
 - someone who is in traffic
 - someone who is walking

2. What should pedestrians do before crossing the street?
 - look in all directions
 - look to the right
 - get ready to run fast
 - let bike riders go first

3. Where should pedestrians cross the street?
 - at intersections or crosswalks
 - anywhere is fine
 - where there are blind spots
 - wherever there is a sidewalk

4. What should a bicyclist do before riding a bike at night?
 - put on a helmet
 - check the bike to make sure all parts are working
 - put on reflective clothing
 - all of the above

5. Where should a bicyclist travel?
 - on the left side of the road
 - on the sidewalk
 - on the right side of the road
 - any place without traffic

TEST (CONTINUED)

6. What should a bicyclist do if he is going to turn left?
- wave his right hand
 - hold his left arm straight out and get into the correct lane
 - turn quickly and hope no one is coming
 - none of the above
7. How should three bicyclists ride together?
- in a group
 - by forming a chain
 - in a single file line
 - by grabbing onto a slow-moving car
8. What does every safe bike have?
- racing stripes
 - a horn
 - a radio
 - a spare tire
9. What should be used to secure a bike when it's not being used?
- a strong rope
 - a chain and lock
 - an alarm clock
 - a flag
10. What should a bike rider do at a busy intersection?
- walk his bike across
 - ride across slowly
 - ride across quickly
 - wait for a police officer to help

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Mc Gruff on Dangerous Strangers

McGruff and Drug-Free Kids

McGruff's Drug Alert

The McGruff Files: People, Different But Alike

McGruff's Gang Alert

McGruff's Guide to Personal Safety

McGruff on Gun Safety

McGruff on Halloween

McGruff on Personal Property

McGruff's Self-Care Alert

McGruff on Self-Protection: Preventing Child Abuse and Neglect

McGruff on Vandalism

ANSWER KEY for page 18

VOCABULARY

Fill in the number of each word next to its meaning.

- | | |
|-----------------|---------------|
| 1. accident | 5. pedestrian |
| 2. bicyclist | 6. reflective |
| 3. intersection | 7. signal |
| 4. laws | 8. traffic |

- 4 rules that protect us and keep us safe
- 5 someone who is walking
- 1 what could happen if you break the law
- 8 cars that are moving on the street
- 3 place where pedestrians should cross the street
- 7 sign that tells others what you are going to do
- 2 someone who rides a bicycle
- 6 kind of clothing that is easy to see at night

ANSWER KEY for page 19

CHECKING COMPREHENSION

Circle the letters of the words that best fill each blank.

____(1) ____ are rules that protect us and keep us safe. Always ride your bicycle ____ (2) ____ . Look ____ (3) ____ before crossing the street. Always ride on the ____ (4) ____ side of the street. Walk your bike across all ____ (5) ____ . Always wear ____ (6) ____ when riding your bike. ____ (7) ____ riding should only be done in special areas. Keep your bike safe by ____ (8) ____ it when you are done. When you walk, you are known as a ____ (9) ____ . You should always wait for a ____ (10) ____ light before crossing the street.

1. A. Streets
 B. Laws
C. Voters
D. Drivers
2. A. single file
B. in groups
C. very fast
D. in the street
3. A. left
B. straight ahead
C. right
 D. in all directions
4. A. left
B. busy
 C. right
D. big
5. A. rivers
 B. intersections
C. yards
D. driveways
6. A. a jacket
B. sunglasses
 C. a helmet
D. a hat
7. A. Trick
B. Safe
C. Unsafe
D. Blindfolded
8. A. signaling
B. washing
C. painting
 D. locking
9. A. pedestrian
B. bicyclist
C. driver
D. wheelie
10. A. red
B. yellow
 C. green
D. white

ANSWER KEY for page 20

SAFE OR UNSAFE

Next to each safe action, write the word "SAFE." Next to each unsafe action, write the word "UNSAFE."

1. **UNSAFE** Joe goes through a stop sign because he doesn't see a car coming.
2. **UNSAFE** Kim rides her bike extra fast to make it to practice on time.
3. **SAFE** Jamie looks left, then right, then left again before crossing the street.
4. **UNSAFE** Pete rides his bike slowly on the left side of the street.
5. **UNSAFE** Lee crosses the street in the middle of the block.
6. **SAFE** Casey waits for a green light before crossing the street.
7. **SAFE** Mark walks his bike across a busy intersection.
8. **SAFE** Jose holds out his left arm before making a left turn.

ANSWER KEY for page 21

TRUE OR FALSE

Color circles with true statements GREEN and circles with false statements RED.

A bicyclist should always use arm signals before turning.
GREEN

It's okay to carry someone on the handlebars, as long as the bike goes slowly.
RED

All stop signs must be obeyed by bike riders.
GREEN

A bike should be locked when it's not being used.
GREEN

An intersection is the most dangerous place to cross the street.
RED

Trick riding should only be performed on the sidewalk.
RED

Pedestrians should always try to stay out of blind spots.
GREEN

A helmet should only be worn at night.
RED

ANSWER KEY for page 22

FILL IN THE BLANKS

Use the words below to fill in the blanks.

accident
attention
bicycle
consequences
innocent
pedestrian
protect
signals
voters

1. Laws are important rules that **PROTECT** everyone in the community.
2. **VOTERS** elect people to become leaders who make the laws.
3. Breaking the law can have serious results, or **CONSEQUENCES**. (consequences)
4. Law breakers and **INNOCENT** people can get hurt when the law is broken.
5. A **BICYCLE** is a vehicle that should be used very carefully.
6. A **PEDESTRIAN** is someone walking on the sidewalk or near the street.
7. Traffic **SIGNALS** should be obeyed by bicyclists, motorists and pedestrians.
8. People riding or walking near traffic should always pay **ATTENTION**.

ANSWER KEY for page 23

BIKE SAFETY MATCH-UP

Match each bike word on the left with the correct meaning on the right.

- | | |
|-----------------|---|
| 1. chain | should be checked for air before a bicyclist gets on the bike |
| 2. helmet | busy place that bike should be walked across |
| 3. horn | should be worn to protect bicyclist's head |
| 4. intersection | side of the road a bicyclist should always ride on |
| 5. label | arm held out before a bicyclist turns |
| 6. reflector | used to lock up bike when it's not in use |
| 7. right | place to put your name, so you can recognize your bike |
| 8. signal | kind of bike riding that should only be done in special areas |
| 9. trick | can sound a warning if the biker gets in trouble |
| 10. wheels | bright material that can be seen at night |

ANSWER KEY for page 24

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

- accident
- bicycle
- helmet
- intersection
- laws
- pedestrian
- safety
- sidewalk
- signal
- traffic

B	A	O	H	D	I	L	A	P	S	L	Q
I	N	T	E	R	S	E	C	T	I	O	N
C	H	N	L	P	I	P	C	C	D	E	Q
Y	K	A	M	E	G	B	I	G	E	X	T
C	O	V	E	N	N	J	D	T	W	L	R
L	H	I	T	A	A	G	E	B	A	G	A
E	O	C	I	N	L	B	N	S	L	L	F
C	K	P	B	C	M	J	T	D	K	S	F
P	E	D	E	S	T	R	I	A	N	Q	I
R	K	O	J	V	J	R	M	R	L	U	C
L	A	W	S	T	R	S	B	M	T	R	T
F	L	S	A	F	E	T	Y	F	O	S	V

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. What is a pedestrian?

- someone riding a bicycle
- someone driving a car
- someone who is in traffic
- someone who is walking

2. What should pedestrians do before crossing the street?

- look in all directions
- look to the right
- get ready to run fast
- let bike riders go first

3. Where should pedestrians cross the street?

- at intersections or crosswalks
- anywhere is fine
- where there are blind spots
- wherever there is a sidewalk

4. What should a bicyclist do before riding a bike at night?

- put on a helmet
- check the bike to make sure all parts are working
- put on reflective clothing
- all of the above

5. Where should a bicyclist travel?

- on the left side of the road
- on the sidewalk
- on the right side of the road
- any place without traffic

ANSWER KEY for page 26

TEST (CONTINUED)

6. What should a bicyclist do if he is going to turn left?
- wave his right hand
 - hold his left arm straight out and get into the correct lane
 - turn quickly and hope no one is coming
 - none of the above
7. How should three bicyclists ride together?
- in a group
 - by forming a chain
 - in a single file line
 - by grabbing onto a slow-moving car
8. What does every safe bike have?
- racing stripes
 - a horn
 - a radio
 - a spare tire
9. What should be used to secure a bike when it's not being used?
- a strong rope
 - a chain and lock
 - an alarm clock
 - a flag
10. What should a bike rider do at a busy intersection?
- walk his bike across
 - ride across slowly
 - ride across quickly
 - wait for a police officer to help