Grade 7 Sample Lesson Plan:
Unit 4 – Summative Lesson – Bicycle Safety

SOLs

- 7.1m Recognize harmful and risky behaviors.
- 7.2o Describe how peers influence healthy and unhealthy behaviors.

Objectives/Goals

- The student recognizes that not wearing a helmet or following the rules of the road, is not safe. (7.1m)
- The student describes how peers influence each other to practice healthy bicycle safety behaviors such as wearing a bicycle helmet and following the rules of the road. (7.2o)

Note: *This lesson may need 3 or more classes to complete. Students receive the prompt, self-check, and rubric one day and continue to work on their performance for 2-3 days. When ready, students present their performance to the class and are scored with an analytical rubric.*

Materials

- Two Starbursts: Safe Riding:
  - Wearing a Bicycle Helmet
  - Safe Riding: Following the Rules of the Road

- Handouts:
  - Red, Yellow, Green circles
  - Prompt: Bicycle Helmet
  - Fitting Your Bike Helmet
  - Fitting a Helmet-Self Check
  - Reflection: Influencing healthy behaviors: Wearing a bicycle helmet
  - Prompt: Rules of the Road
  - Rules of the Road
  - Reflection: Influencing healthy behaviors-Following the rules of the road
  - Analytical rubric
  - Poster of hand signals
  - Poster of rules of the road

Procedure

Prior to the lesson: *A successful performance assessment requires pre-planning. Prepare student packets that consist of the prompt, self-check, back up information, and rubric. Formatively assess student work and provide effective feedback based on the observed performance in meeting the criteria of the performance task.*

Note: *Although this is a summative assessment lesson, the Self-Check is a formative assessment.*

Lesson opening

1. Review the content and skill taught in the lessons about Safe Riding using the Starbursts
    a. Safe Riding: Wearing a Bicycle Helmet
    b. Safe Riding: Following the Rules of the Road
2. Explain the performance task-Presentation to parents and grade 7 students that includes Safe Riding: Wearing a Bicycle Helmet and Following the Rules of the Road
    a. Includes
        1) Two prompts
            a) Safe Riding: Wearing a Bicycle Helmet
            b) Safe Riding: Following the Rules of the Road
        2) Self-check
        3) Rubric
    b. Students work in groups to fulfill the requirements, using the self-check and rubric as a guide.
    c. When ready, students present their project and are scored with an analytical rubric.
3. Assign and distribute the formative Starburst reviews, two prompts, self-checks, and rubrics. Answer student questions.
4. Inform students you will be walking around to help or answer any questions. (Formative with targeted feedback)

During the lesson

1. Walk from group to group checking for questions and reinforcing the process through the self-check, reminding students of the challenge on the performance task prompt, and reminding students to keep the rubric visible and use it to guide their planning.

2. Students place the red circle on top if they do not know what to do, the yellow if they have a question, and the green if they have no questions and are working well.
3. If the students need a group reinforcement, stop the work and reteach or refine the directions.

Lesson closing

1. Five minutes before the class is over, direct the students to organize their work and put it away for the next class.
2. Review and reflect
   a. Why do we need to know how to follow the bicycle rules of the road? (7.1m)
   b. Describe how peers can positively influence another peer. (7.2o)

Assessment Idea

- Formative: Two starbursts
- Formative: Red, Yellow, and Green circles
- Summative:
  - Prompt - Bicycle Helmet
  - Prompt - Rules of the Road
- Summative: Analytical Rubric

References

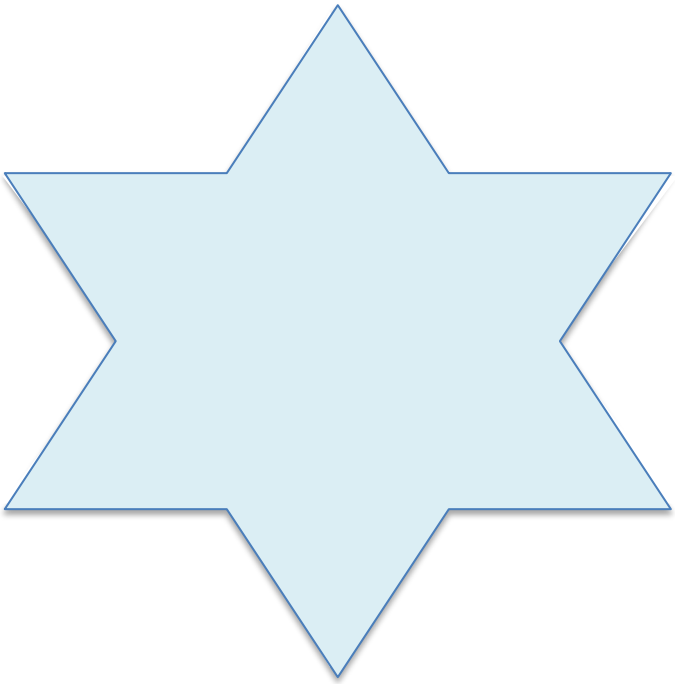
- CDC YRBS https://nccd.cdc.gov/youthonline/App/Results.aspx?TT=B&OUT=0&SID=MS&QID=M6&LID=LL&YID=RY&LID2=&YID2=&COL=&ROW1=&ROW2=&HT=&LCT=&FS=&FR=&FG=&FA
  - =&FI=&FP=&FSL=&FRL=&FGL=&FAL=&FIL=&FPL=&PV=&TST=&C1=&C2=&QP=&DP=&VA=CI&CS=Y&SYID=&EYID=&SC=&SO=
- CDC Motor Vehicle Safety data
  - https://www.cdc.gov/motorvehiclesafety/bicycle/index.html
- You Tube on how to properly fit a helmet: https://www.youtube.com/watch?v=0yzSwxWIJTk
- KidsHealth: http://kidshealth.org/en/teens/bike-safety.html?WT.ac=ctg#catsafebasics
- Rules of the road NHTA's Bike Safe, Bike Smart (9.11 minutes): https://www.bing.com/videos/search?q=bicycle+rules+of+the+road+video+for+teens&view=detail&mid=95A45568E21555BFB80895A45568E21555BFB808&FO RM=VIRE

Handout

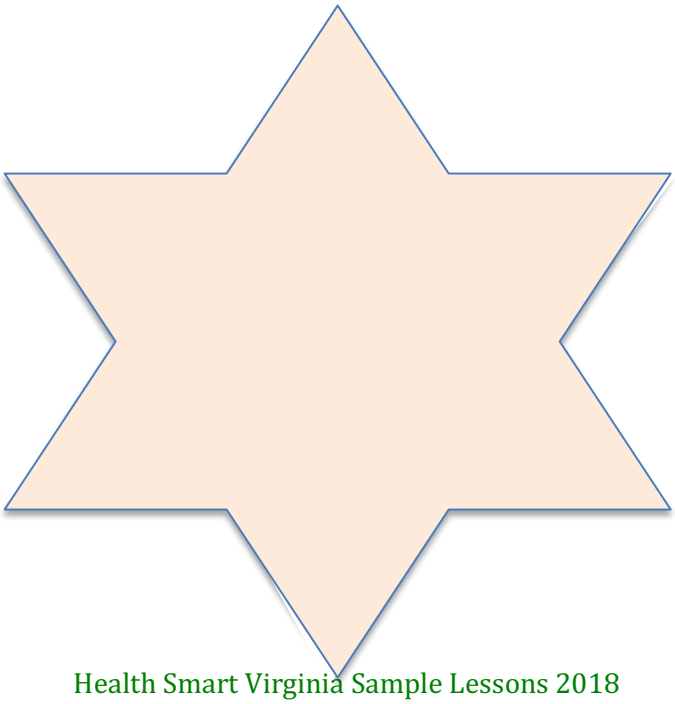
The next page includes a handout for the lesson. The handout is designed for print use only.

Starbursts (Used formatively)

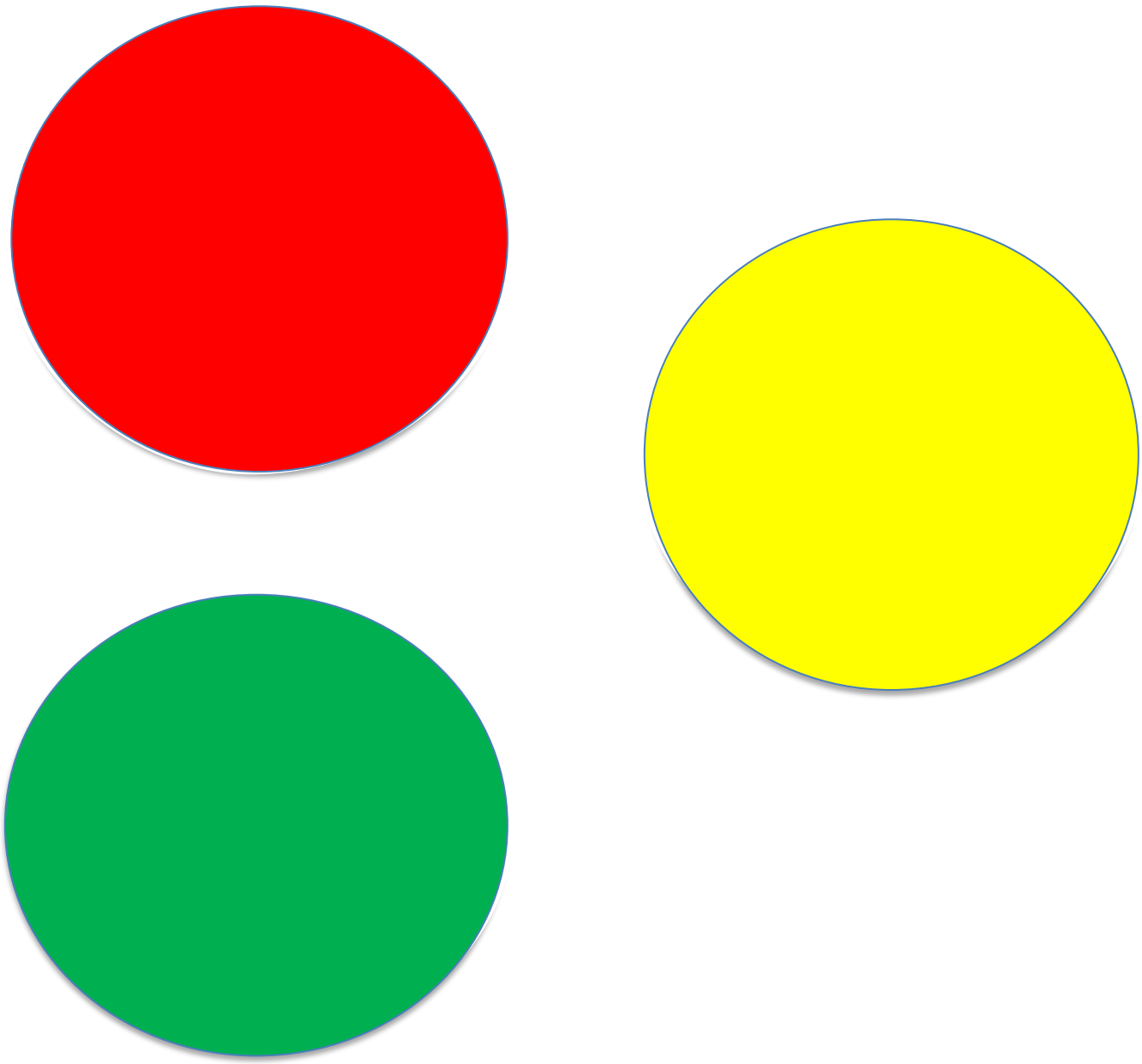
Directions: At each point, write one fact about wearing a bicycle helmet. Place a picture of a helmet in the center of the star.



Directions: At each point, write one fact about the rules of the road. Place a picture of a one rule in the center of the star.



Red, Yellow, Green circles (Used formatively)



Prompt: Bicycle Helmet

Darnell volunteered to help out at the Bicycle Safety Day sponsored by the Whole School, Whole Community, Whole Child Wellness team

One of the stations is a check on the proper fit of a bicycle helmet. He was selected because he recently started wearing a helmet because his friends wouldn't let him ride with them without wearing one. During the ride, he lost his traction, fell, and hit his head. His pediatrician told him that if he wasn't wearing a helmet, he would have suffered a severe head injury.

Now, Darnell always rides with a helmet and he wants to influence other teens to to wear one.

Your challenge is to help Darnell prepare for his station by helping him practice the six steps of properly fitting a bicycle helmet.

1. Using the Six Steps of Properly Fitting a Bicycle Helmet, practice properly fitting the helmet on a peer. (7.1m)

2. Use the Six Steps of Properly Fitting a Bicycle Helmet Self-Check to check on progress.

3. Describe how Darnell can influence teens to have healthy behaviors when they do not think wearing a helmet is necessary. (7.2o)

Fitting your Bike Helmet

Fitting Your Bike Helmet

Buy it. Fit it. Wear it. EVERY RIDE!

The Proper Helmet Fit

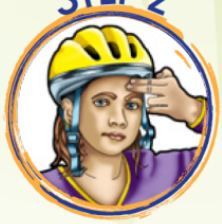
Helmets come in various sizes, just like hats. Size can vary between manufacturers. Follow the steps to fit a helmet properly. It may take time to ensure a proper helmet fit, but your life is worth it. It's usually easier to look in the mirror or have someone else adjust the straps. For the most comprehensive list of helmet sizes according to manufacturers, go the Bicycle Helmet Safety Institute (BHSI) Web site at: www.bhsi.org/.

STEP 1

Size:

Measure your head to find your size. Try on several helmets in your size until one feels right. Now put the helmet level on your head and adjust the sizing pads or fit ring until the helmet is snug.

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

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 4

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 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 your 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 and shorten the front strap by moving the slider forward. Buckle and retighten the chin strap, and test again.

C. Does your helmet rock forward into your eyes? If so, unbuckle and tighten the back strap by moving the slider back toward the ear. Buckle and 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.

nhtsa.gov/staticfiles/nti/**bicycle**s/pdf/8019_**Fitting**-A-**Helmet**.pdf

Fitting a Helmet Self Check (Used formatively)

Step	Complete	Working on it	Not even close!
Step 1-Size: Adjust until the helmet is snug.			
Step 2-Position: One or two finger widths above the eyebrow.			
Step 3-Side straps: Straps form a V slightly in front of the ears.			
Step 4-Buckles: Center the buckle under the chin.			
Step 5-Chin Strap: No more than one or two fingers fit under the strap.			
Step 6-Final fitting			
1. Does your helmet fit right? Yawn. Is the helmet snug? If not, readjust.			
2. Does the helmet rock back more than 2 fingers from the eyebrow? If it does, shorten the strap and try again.			
3. Does the helmet rock forward into your eyes? If it does, shorten the strap and try again.			
4. Roll the rubber band down to the buckle. All four straps must go through the rubber band.			

Reflection: Describe how Darnell can influence teens to have healthy behaviors when they do not think using a bicycle helmet is necessary. (7.2o)

Prompt: Rules of the Road

Darlene volunteered to help out at the Bicycle Safety Day sponsored by the Whole School, Whole Community, Whole Child Wellness team.

Her job is to set up a bicycle course where the participants demonstrate how to follow the rules of the road.

Her older brother was hit by a car last year and suffered a broken arm. When he left the driveway, he didn't look left, right, and left again. They live on a corner and the car didn't see her brother.

Now, Darlene wants to help teens keep safe by following the rules of the road.

Your challenge is to help Darlene prepare for her station by helping her make a poster that shows 5 rules of the road and 4 hand signals.

1. Select five Rules of the Road from (**L8.4S**) and place them on a poster. Include one picture for each rule (7.1m)

2. Select the four hand signals from (**L8.4S**) and place them on a poster. Include one picture for each rule (7.1m)

3. Describe how Darlene can influence (**8.5S**) teens to have healthy behaviors when they do not think following the rules of the road is necessary. (7.2o)

Rules of the Road

1. Always ride on the **right** side of the street in the same direction as the traffic. Never ride against traffic.
2. Try to use bike lanes or designated bike routes whenever you can. In some places, it's illegal to ride on the sidewalk.
3. Always stop and check for traffic in both directions when leaving your driveway, an alley, or a curb. Some people in cars just don't see cyclists.
4. Watch traffic closely for turning cars or cars pulling out of driveways.
5. Don't ride too closely to parked cars — doors can open suddenly!
6. Stop at all stop signs and obey red lights just as cars do. Take special care at intersections. It's a good idea to walk your bike across busy intersections using the crosswalk and following traffic signals.
7. If you're cycling with friends, ride single file.
8. If you ride when it's dark, be sure to have reflectors on your bike and a battery-operated headlight.
9. Don't wear headphones while biking — you need to hear what's going on around you.

10. Never change direction or change lanes without first looking behind you and using the correct hand signals. Use your **left** arm for all hand signals. To indicate you're making a **left turn**, hold your arm straight out to the left; to indicate a **right turn**, bend your elbow, holding your arm up in an "L" shape; and **before you stop**, bend your elbow, pointing your arm downward in an upside down "L" shape.

http://kidshealth.org/en/teens/bike-safety.html?WT.ac=ctg#catsafebasics

Reflection: Describe how Darlene can influence teens to have healthy behaviors when they do not think following the rules of the road is necessary. (7.2o)

Rubric to score the performance task

Score and comments	Standard	4	3	2	1	0
	Helmet Station					
	7.1m Recognize harmful and risky behaviors.	The practice of the Six Steps of Properly Fitting a Bicycle Helmet is accurate	The practice of the Six Steps of Properly Fitting a Bicycle Helmet is mostly accurate.	The practice of the Six Steps of Properly Fitting a Bicycle Helmet has some inaccuracies.	The practice of the Six Steps of Properly Fitting a Bicycle Helmet is inaccurate.	Not enough evidence to score.
	7.2o Describe how peers influence healthy and unhealthy behaviors.	The description of how Darnell can influence teens to have healthy behaviors when they do not think wearing a helmet is necessary is accurate.	The description of how Darnell can influence teens to have healthy behaviors when they do not think wearing a helmet is mostly accurate.	The description of how Darnell can influence teens to have healthy behaviors when they do not think wearing a helmet has a few inaccuracies.	The description of how Darnell can influence teens to have healthy behaviors when they do not think wearing a helmet is in accurate.	Not enough evidence to score.
Poster						

	7.1m Recognize harmful and risky behaviors.	The recognition that the five Rules of the Road prevent risky behavior is accurate.	The recognition that the five Rules of the Road prevent risky behavior is mostly accurate.	The recognition that the five Rules of the Road prevent risky behavior has few inaccuracies.	The recognition that the five Rules of the Road prevent risky behavior is inaccurate.	Not enough evidence to score.
	7.1m Recognize harmful and risky behaviors.	The recognition that the four hand signals prevent risky behavior is accurate.	The recognition that the four hand signals prevent risky behavior is mostly accurate.	The recognition that the four hand signals prevent risky behavior has a few inaccuracies.	The recognition that the four hand signals prevent risky behavior is inaccurate.	Not enough evidence to score.
	7.2o Describe how peers influence healthy and unhealthy behaviors.	The description of how Darlene can influence teens to have healthy behaviors when they do not think following the rules of the road is necessary is accurate.	The description of how Darlene can influence teens to have healthy behaviors when they do not think following the rules of the road is necessary is mostly accurate.	The description of how Darlene can influence teens to have healthy behaviors when they do not think following the rules of the road is necessary has a few inaccuracies.	The description of how Darlene can influence teens to have healthy behaviors when they do not think following the rules of the road is necessary is in accurate.	Not enough evidence to score.

Score: Total points/Total possible points x 95%=						Total
Non-Standards criteria						
Score and comments	Criteria	4	3	2	1	0
	Self-check	The self-check is accurately completed	The self-check is mostly accurate.	The self-check has a few inaccuracies.	The self-check is inaccurate.	No evidence observed.
	One picture for each of the 5 rules of the road. (5 total)	The four pictures are accurate depictions of the criteria.	The four pictures are mostly accurate depictions of the criteria.	The four pictures have some inaccurate depictions of the criteria.	The four pictures are inaccurate depictions of the criteria.	No evidence observed.
	One picture for each hand signal. (4 total)	The pictures are accurate depictions of the criteria.	The four pictures are mostly accurate depictions of the criteria.	The four pictures have some inaccurate depictions of the criteria.	The four pictures are inaccurate depictions of the criteria.	No evidence observed.
	Poster spelling	The spelling on the brochure is correct.	The spelling on the brochure is mostly correct.	The spelling on the brochure has a few errors.	The spelling on the brochure is mostly incorrect.	No evidence observed.
	Poster grammar	The grammar on the brochure is correct.	The grammar on the brochure is mostly correct.	The grammar on the brochure has a few errors.	The grammar on the brochure is mostly incorrect.	No evidence observed.
Score: Total points/Total possible points x 5%=						Total
						Standards total_____ Non-standards total_____ Grade_____