

Walk/Bike Safety Tip Relay

Skills:	Locomotor travel, knowledge of basic walk/bike safety tips
Fitness Target:	Aerobic Capacity, Muscular Endurance, Muscular Strength
Virginia Standards:	<u>Health</u> 1.2b, 1.3h, 1.6a, 2.5b, 3.1c, 3.5b, 4.6a, 5.5c <u>PE</u> 1.1a, 1.2a, 1.5a, 2.1, 2.4, 3.2a, 3.3, 3.4c, 4.3, 4.4a, 5.5b
National Standards:	Physical Education - S1.E1.1, S1.E1.2, S1.E1.3, S1.E2.2a, S1.E1.3, S2.E2.1, S2.E2.2, S2.E2.3
Equipment:	Tip Task Cards (1 sheet per group), cones to mark team lines, 2 hula hoops per team

Activity:

Before the activity begins, the teacher will mention the importance of safety when walking or biking in the community or to/from school. The teacher will explain that there are specific safety rules that impact walkers and other specific rules that impact bikers. There are also some rules that both walk and bikers should obey.

The object of this activity is to have small groups of student sort the safety tips into one of three categories; 1) walking safety tips, 2) biking safety tips, and 3) general safety tips for both.

To get started, separate the group into teams of 2-4 students. Each team will line up behind a cone and in front of the cone will be two hula hoops that are overlapping to serve as a Venn Diagram for the sorting task (see photo on the next page).

When the activity begins, one or two students (depending on group sizes) from each group will travel to the other side of the space and collect one Safety Tip Task Card. There are 15 task cards to collect so the teams will need to communicate so that there are no repeated cards. When the student returns with the card, he/she will place the card in the correct part of the hula hoops (walk tip, bike tip, both). The activity is completed when all of the teams have collected all 15 task cards and are sitting behind their cone.

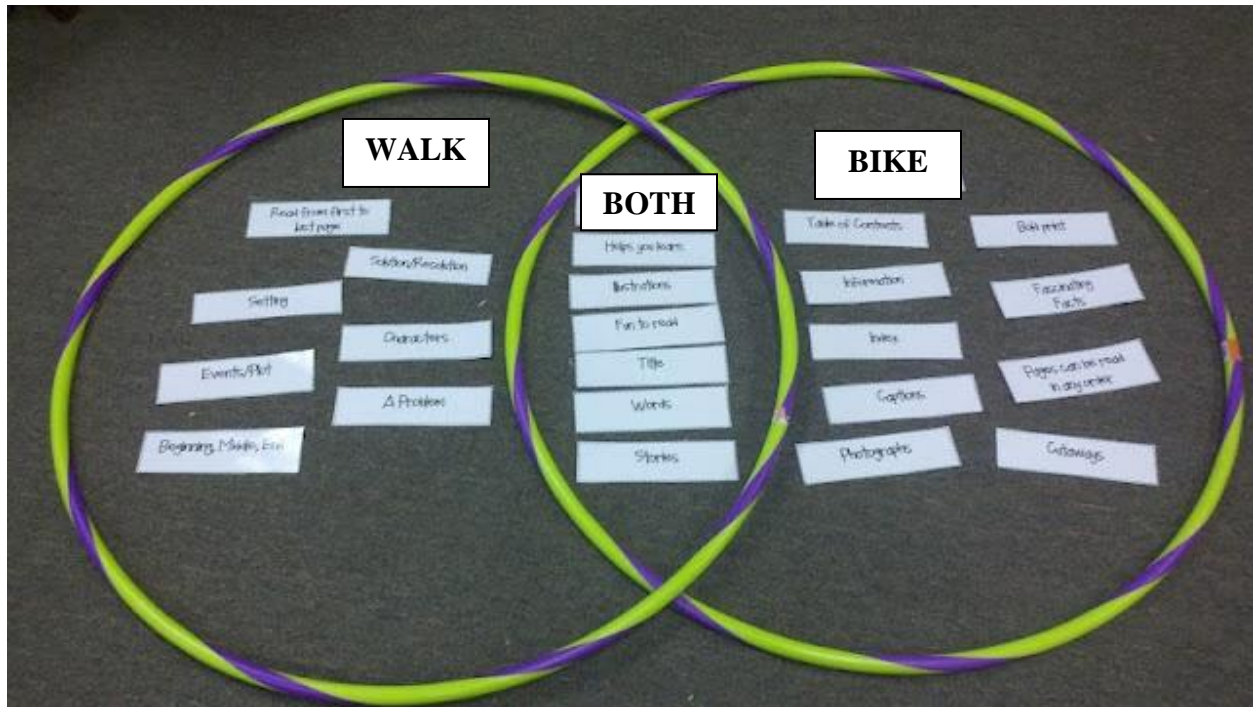
At the conclusion of the activity, the teacher should review the results and have a short discussion about the importance of using the safety tips when traveling in the community.

Teaching Tips:

- Have students demonstrate different locomotor patterns or animal walks during the activity.
- Have students change levels and pathways when their locomotor movements to the other side of the space.
- While students are waiting, give them a fitness activity to perform to maximize physical activity time.
- Change the fitness activity so that it targets areas of student weakness.
- Increase or decrease the number of repetitions for the fitness tasks to make the activity easier or more challenging for your students.

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- To extend the activity time, place the task cards upside down. When students pick up a card, they must keep it even if they have already collected that task card. When they arrive back at their team, the next person in line will return the extra task card and place it face down. By randomizing the collection of task cards, there is an element of “luck” which will give all teams an equal chance of finishing the task first (not just the athletes).



KEY:

WALK (4)	BOTH (6)	BIKE (5)
2) Cross at corners using traffic signals and crosswalks	1) Learn and obey traffic signs & signals	8) Always wear a helmet
3) Always look left-right-left before crossing the street	5) Always watch for cars	9) Always travel with traffic
4) Always travel facing traffic	6) Wear bright clothing	10) Use hand signals when making turns
13) Travel on the sidewalk when possible	7) Be a good example of proper safety	11) When traveling in a group, stay in a single file line
	12) For safety, avoid traveling after dark	14) Obey the rules of the road
	15) Be Alert!	