

Bicycle Helmet Survey



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- Survey 6 people you know about their bicycle helmet use.

	I wear my helmet...		
	All the time ☺	Not always ☹	Never ✗
Person #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person #6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Curriculum Link:

Mathematics - Data Management and Probability - 4m101; 4m102; 4m107; 4m108; 4m110

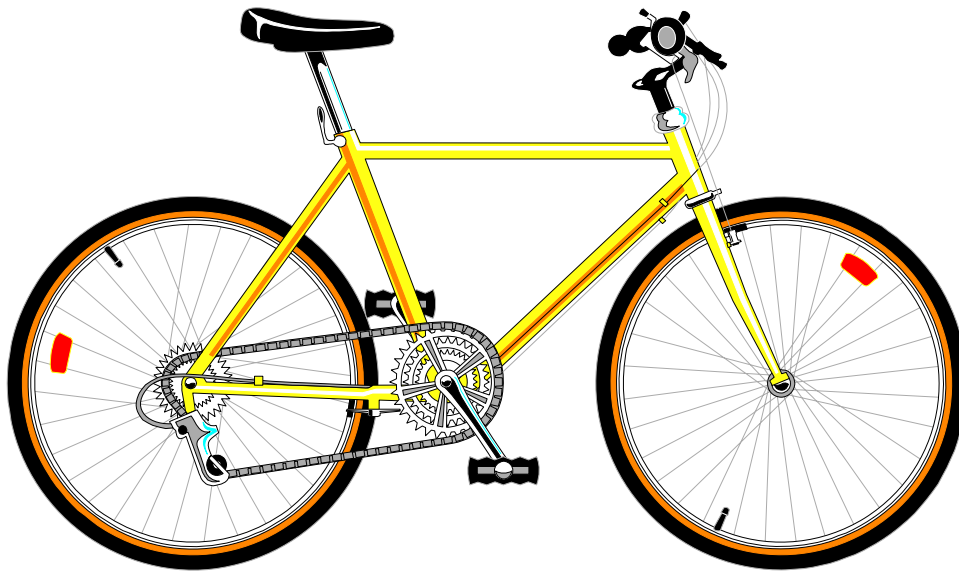
Bicycle Inspection

Label the bicycle below with the list of bicycle parts that should be checked during a bicycle inspection.



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Bicycle Parts		
Chain	Brake Pads	Handle Bar
Sprocket	Tires	Spokes
Pedals	Brake Wires	Seat



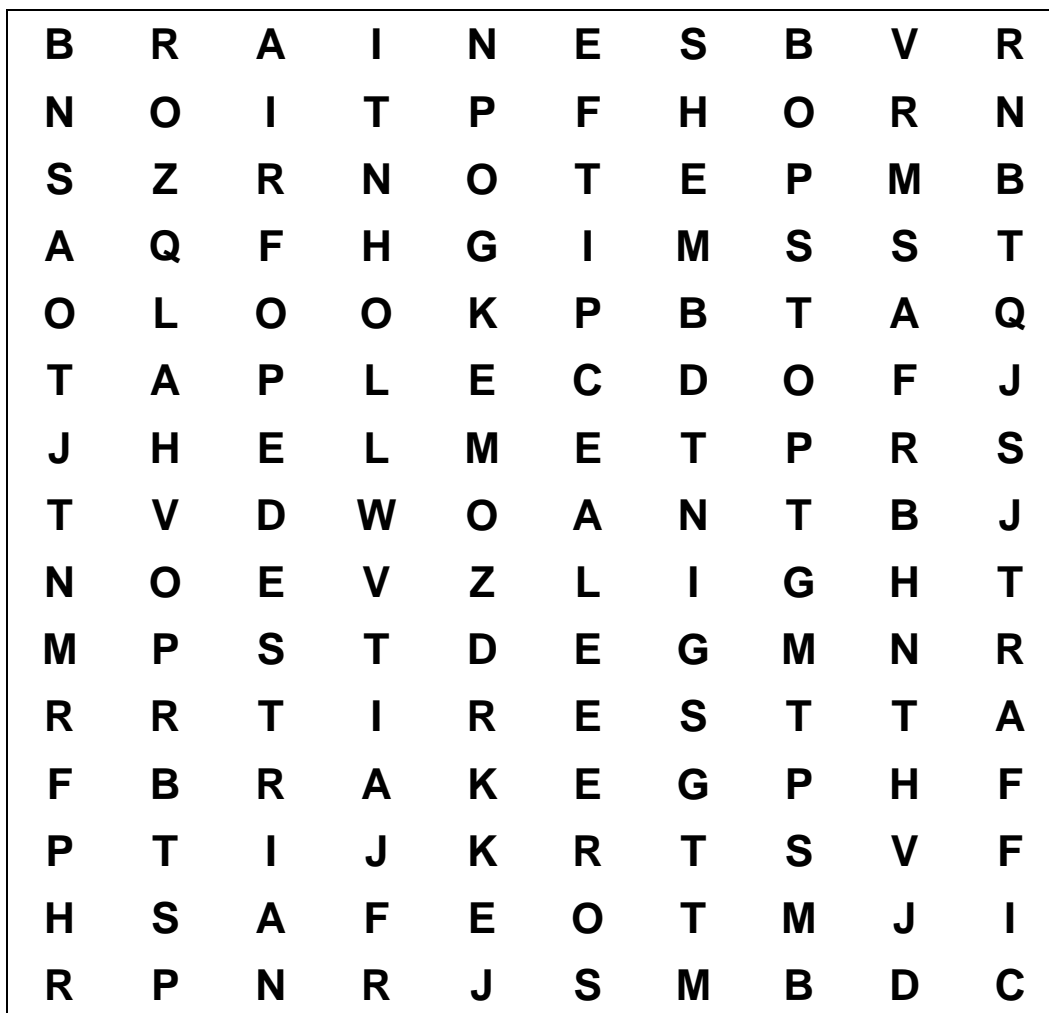
Source: Safe Kids Canada

BICYCLE SAFETY WORD SEARCH



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Look at the puzzle below. Use the words from the word list and circle them in the puzzle. The words go either across or down.



HELMET
SAFE
LOOK

TIRES
STOP
BRAIN

AIR
LIGHT
BRAKE

TRAFFIC
HORN
PEDESTRIAN

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ANSWER SHEET

BICYCLE SAFETY WORD SEARCH



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Look at the puzzle below. Use the words from the word list and circle them in the puzzle. The words go either across or down.

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

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Bike Smart Word Search



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

VEHICLE

CRASH

PEDDLE

CAR

HELMET

STOP

SIDEWALK

TURN

SPOKES

WHEEL

ROAD

LIGHTS

SIGNAL

SAFE

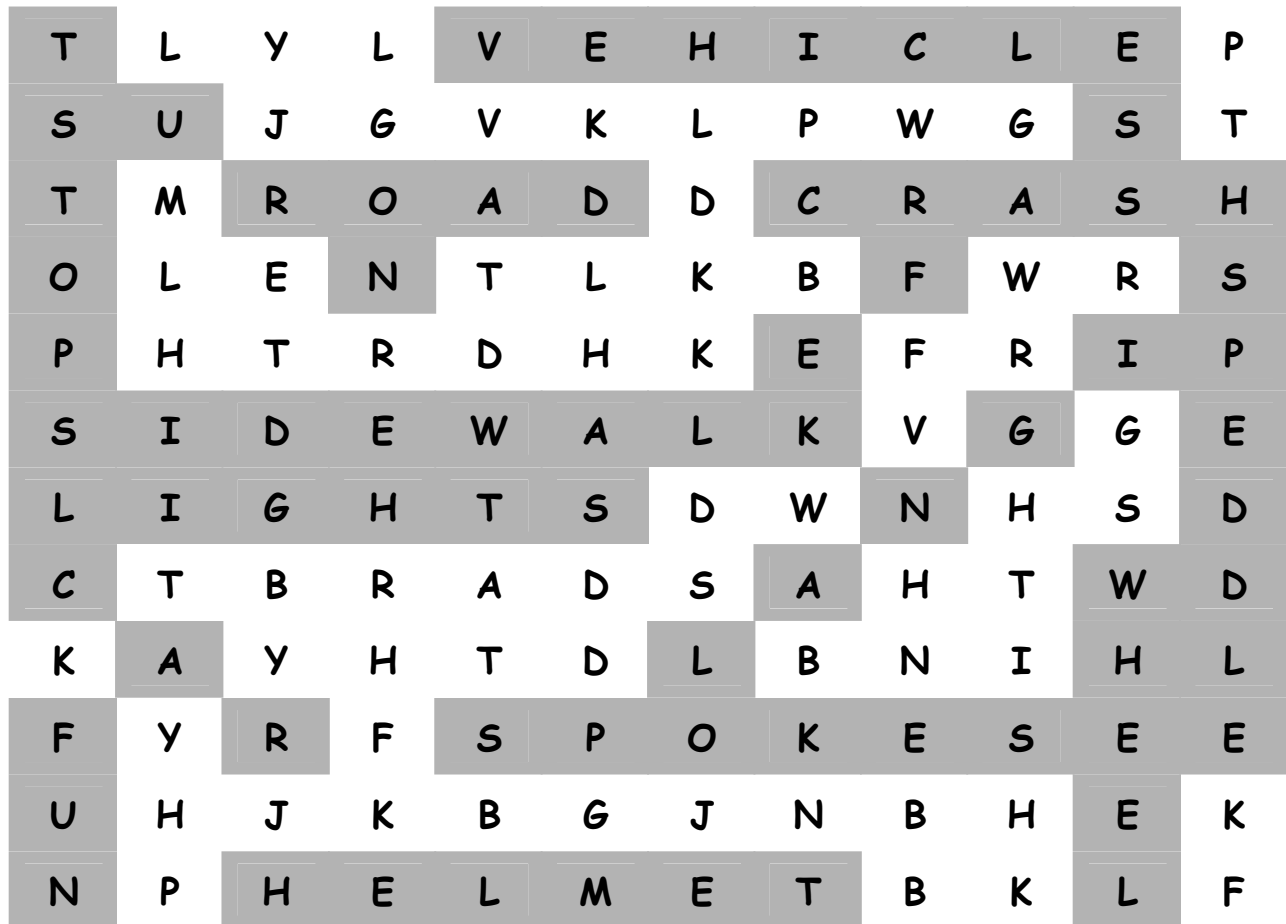
FUN

ANSWER SHEET



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Bike Smart Word Search



VEHICLE

STOP

ROAD

CRASH

SIDEWALK

LIGHTS

PEDDLE

TURN

SIGNAL

CAR

SPOKES

SAFE

HELMET

WHEEL

FUN



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How Many Times Can You Find the Word

HELMET?

E	H	T	E	M	L	E	H
H	E	L	E	M	H	E	T
E	L	E	H	M	E	T	M
T	M	M	T	H	L	E	L
E	E	H	E	L	M	E	T
M	T	E	M	L	E	H	H
L	H	E	L	M	T	T	E
E	M	H	E	L	M	E	T
H	E	L	H	H	E	T	M

ANSWER SHEET

How Many Times Can You Find the Word
HELMET?



www.csvbelleville.com

E	H	T	E	M	L	E	H
H	E	L	E	M	H	E	T
E	L	E	H	M	E	T	M
T	M	M	T	H	L	E	L
E	E	H	E	L	M	E	T
M	T	E	M	L	E	H	H
L	H	E	L	M	T	T	E
E	M	H	E	L	M	E	T
H	E	L	H	H	E	T	M

Lesson Plan - CENTRE OF GRAVITY



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Objectives:

1. The students will understand why it is important to protect their head, as this is the part of the body that is most likely to first hit the ground in a fall.
2. The students will understand that the center of gravity of a bike rider is located around the shoulder and head area and that this makes the bike rider unstable.

Materials:

One blunt (not sharpened), plain (no fancy eraser on the end) pencil for each pair of students

One thick book (approximately 2.5 cm), preferably hard cover.

Enough plasticine that each pair of students can put a marshmallow-sized piece on the end of their pencil.

 **Curriculum Links: SCIENCE AND TECHNOLOGY EXPECTATIONS:
STRUCTURES AND MECHANISMS**
Specific Expectation: Developing Skills of Inquiry, Design and Communication

4s88 communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, written notes and descriptions, drawings, charts, and oral presentation

4s91 manipulate pliable and rigid materials (e.g. modeling clay, wood) as required by a specific design task

MATHEMATICS: DATA MANAGEMENT AND PROBABILITY

Overall Expectations:

4m101 collect and organize data and identify their use

4m102 predict the result of data collected

4m104 demonstrate an understanding of probability and use language appropriate to situations involving probability experiments

Specific Expectations: Probability

4m116 compare experimental results with predicted results

4m117 conduct simple probability experiments and use the results to make decisions

Method:

- Divide the students into pairs for this activity.
- Provide students with copies of the instructions (attached) for the activity and ask them to answer the questions on the handout.
- Take up the answers to the questions

For question 1, the students should have found it a lot more difficult to stand the pencil upright when the plasticine was on the top of the pencil. This is because the center of gravity has been moved from the middle of the pencil (before the plasticine) to the top of the pencil (after the plasticine) making the pencil unstable.

For question 2, the plasticine end of the pencil should hit the surface below the book first (most of the time) because it is heavier than the other end.

The students should come to the conclusion for question 3 that their heads will probably hit the ground first if they crash their bicycles. Therefore, they should always wear a helmet when riding their bikes.

Ask the students questions such as the following:

Are you more likely to wear your helmet? Why?

How will you remember to wear your helmet?

What would you say to your friends if they told you not to wear your helmet?

(Source: Safe Cycling With Sam. A practical guide to teaching bicycle safety. Produced by the Saskatchewan Institute on Prevention of Handicaps. Saskatoon SK)

INSTRUCTIONS FOR CENTRE OF GRAVITY EXPERIMENT

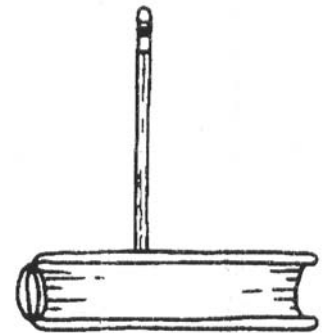


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For this experiment, you need to do the following:

Place the book on a flat, level surface (table, floor)

1. Stand the pencil upright on the book (see diagram). You might have to work at this a bit, but you can do it.
2. Once you become a pro at standing the pencil on the book, take some plasticine (about the size of a large marshmallow) and put it on the eraser end of the pencil.
3. Now try to stand the pencil upright on the book.



Now, answer the following questions:

1. When the plasticine is on the end of the pencil, is it easier or more difficult to stand the pencil upright? Why do you think so?
2. When the pencil with the plasticine on the end falls off the book, which end of the pencil hits the surface below (i.e. the table or floor) first?
3. When we ride our bikes, we are like the pencil with the plasticine on the end, a little unstable. If we crash, what part of our body will likely hit the ground first? What should you do to protect this area of your body?

Steps to Ensure Safe Helmet Fit



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Name of Student: _____



Colour in the boxes below that tell you how to make sure your helmet fits correctly to protect your head.

Your helmet is snug on your head.

Your helmet has a CSA or another safety approved sticker.

You are wearing a hockey helmet.

Your helmet is loose so that you do not get a headache.

Your snaps are loosely fastened.

The straps lie flat, forming a "V" shape under each ear.

The chin strap fastens snugly without hurting.

Your helmet is worn tipped back so your hair looks good.

Your helmet sits 2 finger-widths above your eyebrows.

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ANSWERS TO Steps to Ensure Safe Helmet Fit



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