

Kindergarten

Health Objective 2.05

Evaluate the benefits of wearing seat belts and bicycle helmets.

English Language Arts Objective 3.01

Connect information and events in text to experience.

Materials Needed:

Items needed for Focus Step - Option 1

2 eggs

2 sandwich bags

1 old helmet labeled demonstration (Check with local bike shops for a donation.)

Items needed for Focus Step - Option 2

2 eggs

2 sandwich bags

1 toy car with open access to the seat

1 2x4 or short shelf

2 rubber bands

Focus:

Option 1 - helmets

1. Place an egg in each sandwich bag and seal the bag tightly.
2. Ask the students to guess what might happen if you drop the egg on the floor.
3. Drop the egg.
4. Place the other egg inside a helmet and tape it inside the helmet. Ask the students what might happen if you drop the egg in the helmet on the floor.
5. Drop the helmet with the egg on the floor and ask students to examine the different outcomes.
6. Ask the students why one egg is broken and the other egg is not.

Option 2 - seat belts

1. Place an egg inside a sandwich bag and place the bag inside a toy car.
2. Hold one end of a 2x4 or long shelf at an angle, while placing the other end on the floor close to a wall.
3. Place the plastic car with the egg inside on the board and let it roll downhill until it hits the floor or the wall.
4. The egg will bounce out or hit the front of the car and explode.
5. Place the other egg into a sandwich bag and secure the egg to the car using 1 or 2 rubber bands.
6. Place the car on the shelf and let it roll downhill until it hits the floor or the wall.
7. Ask the students to compare and contrast the eggs from the two different crashes.
8. What was different in each test? (The egg secured by a rubber band, acting as a seat belt, in the second test remained intact whereas the egg not secured by a rubber band was destroyed.)

Teacher Input:

Helmets

Helmets protect your brain when you fall, whether you are skating, riding a bike, or riding a scooter. Helmets have a plastic shell on the outside and foam inside. The strap helps to keep

it on when you fall. The foam inside the helmet crushes when someone hits the road and usually protects the brain from injury. The shell skids on the street so the neck does not snap or jerk. Helmets involved in a crash or damaged in any way (such as surface cracks or broken straps), should be replaced.

How to fit a bicycle helmet:

- The helmet should comfortably touch the head all the way around, and remain level and stable.
- The helmet should fit snugly so if you wiggle it, your eyebrows should move.
- The helmet should sit as low on the head as possible.
- When you look upward the front rim should barely be visible.
- The Y of the side straps should meet just below your ear.
- The chin strap should fit snugly against the chin. (When you open your mouth wide, the helmet will pull down a bit.)

Seat Belts

Booster seats and seat belts are designed to keep people safely in their seats in case of an accident. Seat belts should be worn at all times by anyone in a car or truck and booster seats are needed if you are less than eight years of age or weigh less than 80 pounds. It is important to wear the lap belt and the shoulder harness and be still while riding in the vehicle.

Practice & Assessment:

If possible, demonstrate how to fit and adjust a helmet. (The physical education teacher may have a variety of helmets for a bicycle safety.)

Use the following story to help students process the usage and benefits of wearing seat belts and helmets.

Tony is planning to ride his bike today. He puts his helmet on his head and hops on his bike. Tony forgets to buckle his chinstraps and begins to ride his bike. (Use a helmet and demonstrate on yourself or a student so the class can visualize the problem.) Tony sees one of his neighbors who stops him to say hello. The neighbor notices something is wrong with the way Tony is wearing his helmet.

What should Tony change to help his helmet fit properly and why? (Buckle the chin strap, because if he falls, the helmet could fall off and not protect his head.)

Tony buckles his chinstrap and continues to ride through his neighborhood. He stops to visit his sister's friend Mike. Mike rubs Tony's helmet and it moves all around his head. Mike notices that something is wrong with the way Tony is wearing his helmet.

What should Tony change to help his helmet fit properly? (Make sure the Y of the strap is over his ears and the chin strap fits snugly so that if he opens his mouth wide it pulls the helmet down a bit.)

Once Tony tightens his chinstrap and makes sure the Y of the strap fits over his ears properly, he leaves Mike's house to head home.

As Tony is riding home he notices his friend Lamar in a car with his mom. Lamar was jumping over the seat to wave at Tony. Tony waves to Lamar. When Tony sees Lamar at school the next day he has some safety advice for Lamar.

What advice would you have given Lamar? (Sit in the seat or booster seat with the seat belt (lap belt and shoulder harness) buckled.)

Additional Activity

Contact the local public health department and/or the local police department to determine the date and location of the next bicycle rodeo and Safety Town or Safety Day. Send these dates and locations to parents in your weekly newsletter.