

Teacher's Notes

UNIT 6 Tiger values – Bike safety



Type of activity: whole-class, pair and individual work

Focus: listening, speaking and reading skills

Active language: *check the brakes, check the lights, wear a helmet, stop at the red light, look left, look right, ride in a straight line*

Level: beginners, grade 1

Time: 45 minutes

Materials:

- Tiger puppet (from Tiger values, Lesson 1)
- card with a picture of a bicycle with holes cut out in place of the wheels, flashcards and word cards (attached to the Teacher's Notes)
- red A5-size card
- Student's Worksheets 1 and (optional) 2 – one copy for each pupil

Procedure:

1. Greet the class. Mime riding a bike. The children guess what you are miming. Ask individual pupils: *Have you got a bike? What colour is it? Is it old or new?* Hold up the Tiger puppet. Explain in L1 that Tiger would like to ride a bike, but he needs to know how to do it safely. Elicit what Tiger needs to watch out for (e.g. traffic lights, cars, pedestrians, road surface, rubbish and other obstacles). Then explain that today's lesson will be about bike safety rules.
2. Explain that first the children are going to learn a song. Ask them to listen for the safety rules in the song. Sing the song (see below) and use gestures to reinforce the meaning. Accept the answers in L1. Practise the song line by line and verse by verse with the class. Then the children sing the whole song, first with you and then chorally without your help.

Traffic lights

(sung to the tune of *Wheels on the bus*)

*What do you do when the light turns red,
the light turns red, the light turns red?*

*What do you do when the light turns red?
Stop and wait.*

*What do you do when the light turns green?
the light turns green, the light turns green?*

*What do you do when the light turns green?
It's time to go.*

3. Show the class the flashcards in turn and say the rules they illustrate. Use gestures to help to convey the meaning. Elicit in L1 the way in which each rule protects us, e.g. *check the lights* – we need to be visible for cars and pedestrians, *wear a helmet* – we need to protect our head if we fall off the bike, etc.
4. Place the flashcards on the board, naming and miming the rules again. The children repeat the rules and copy your gestures. Point to the pictures and elicit the rules and gestures. Remove the cards and cover one with the bicycle card attached to the Teacher's Notes. Move the card over the picture underneath, showing different fragments through the holes in the wheels. The children guess which picture is hidden and name the appropriate rule. Repeat the procedure with the remaining flashcards.
5. Ask the children to stand up and to move around the class, pretending that they are riding bikes. As they are 'cycling', give instructions, e.g. *check the lights*. The children need to perform the tasks and resume cycling. When you say: *Red light!* they freeze and do not move until they hear *Green light!* If someone moves, they get a red card and are temporarily out of the game. When you say *Red light!* again, the child tries to catch someone else moving in order to pass them the red card and go back to the game. Play a few rounds of the game. A volunteer can take over your place and give instructions to the class.
6. Give out the flashcards to different children. Hold up the word cards in turn and read the sentences aloud with the class. The children holding the corresponding flashcards come to the board and place the matching pair of cards on the board.
7. Quickly mismatch the cards on the board. Ask individual children to match the words and the pictures again. Remove and shuffle the cards. Hand them out to different children in secret. The children stand up individually and mime the rule from their card. The others guess the rule.
8. Give out the copies of Student's Worksheet 1. The pupils look at the pictures, and read and circle the correct rules. Check the answers. Then ask the pupils to fold the sentences along the dotted line so that they can only see the pictures. In pairs, they point to the pictures and say the rules from memory.

Answers: 1b, 2b, 3a, 4b, 5b, 6a, 7a

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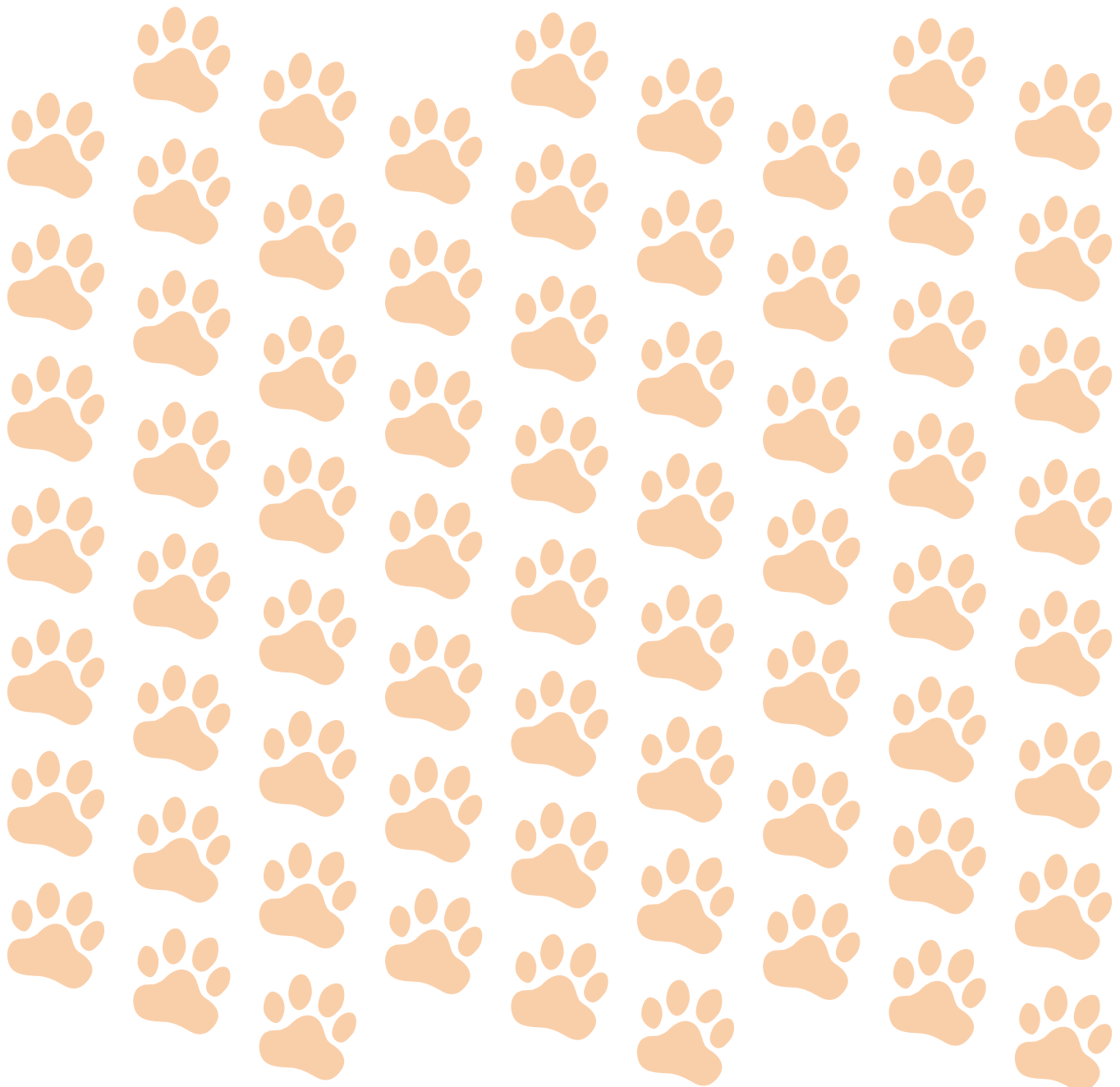
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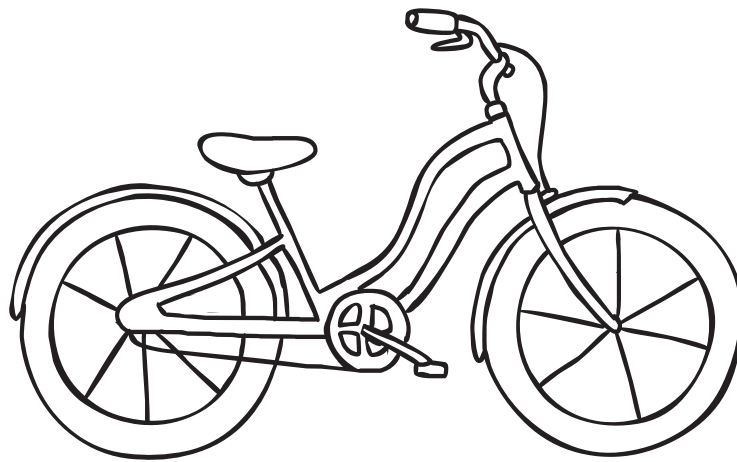
9. Review the lesson. Hold up the flashcards one by one, showing them to the Tiger puppet and the class. Pretend to speak in Tiger's voice and make mistakes when naming the rules. The children correct Tiger until he can say the rules correctly. Then Tiger places the flashcards on the board with the wrong word cards below. Volunteers help Tiger to match the cards correctly. Finish the lesson with the class singing the *Traffic lights* song.

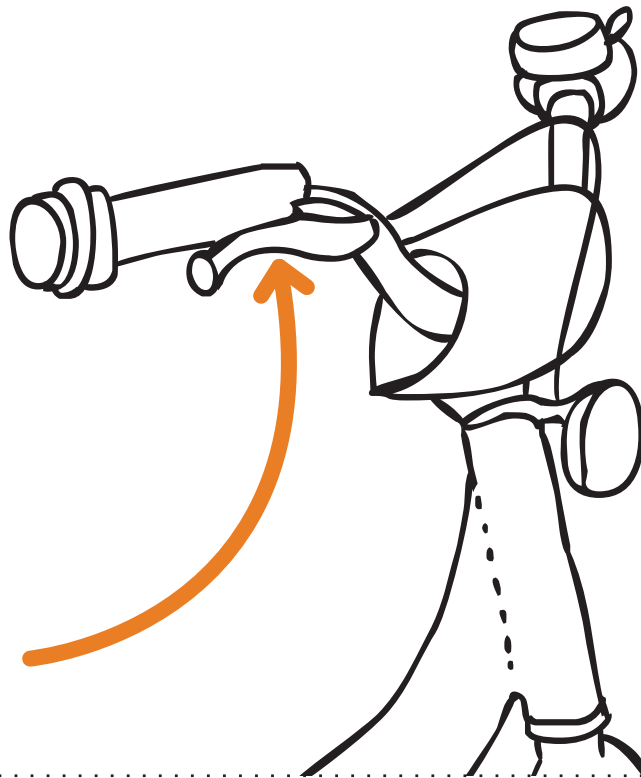
Extension

Give out the copies of Student's Worksheet 2. The pupils decorate the helmets. Walk around the classroom and monitor their work. Ask questions about their work, e.g. *What is it? What colour is it?* Display the finished artwork in the classroom.

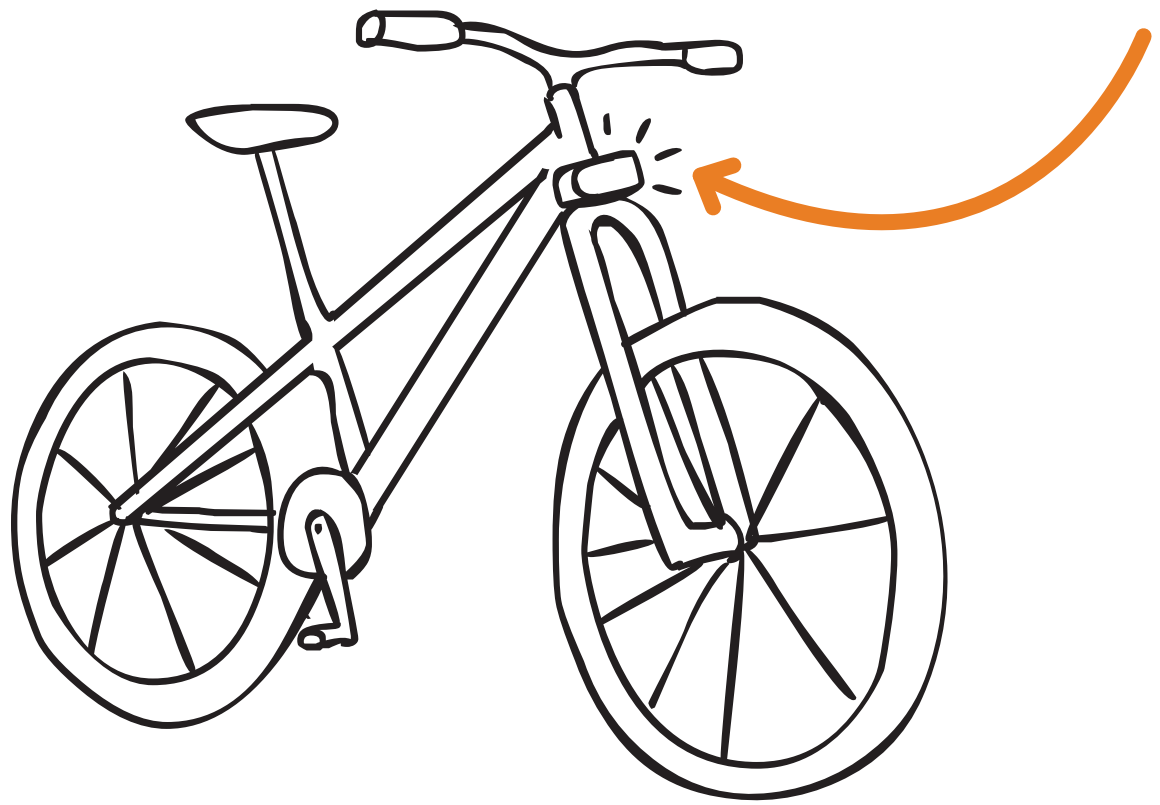


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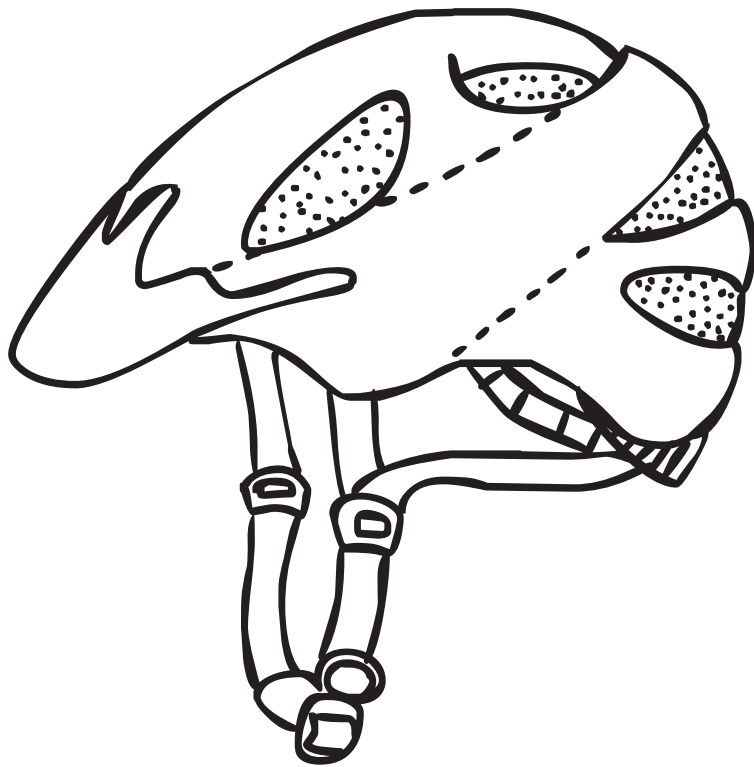




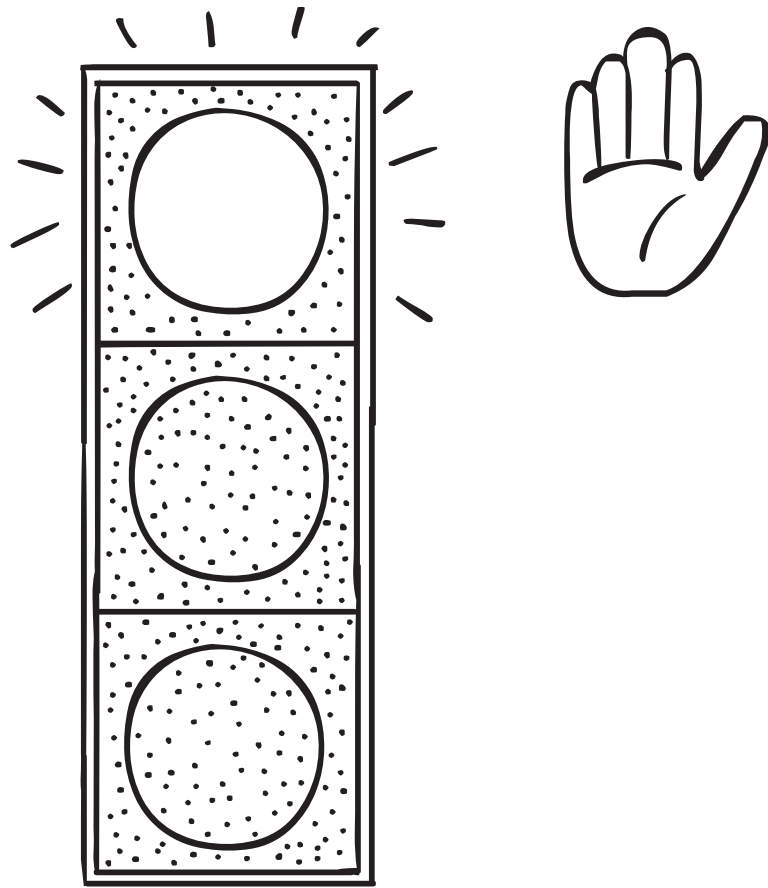
**Check the
brakes.**



**Check the
lights.**



**Wear
a helmet.**



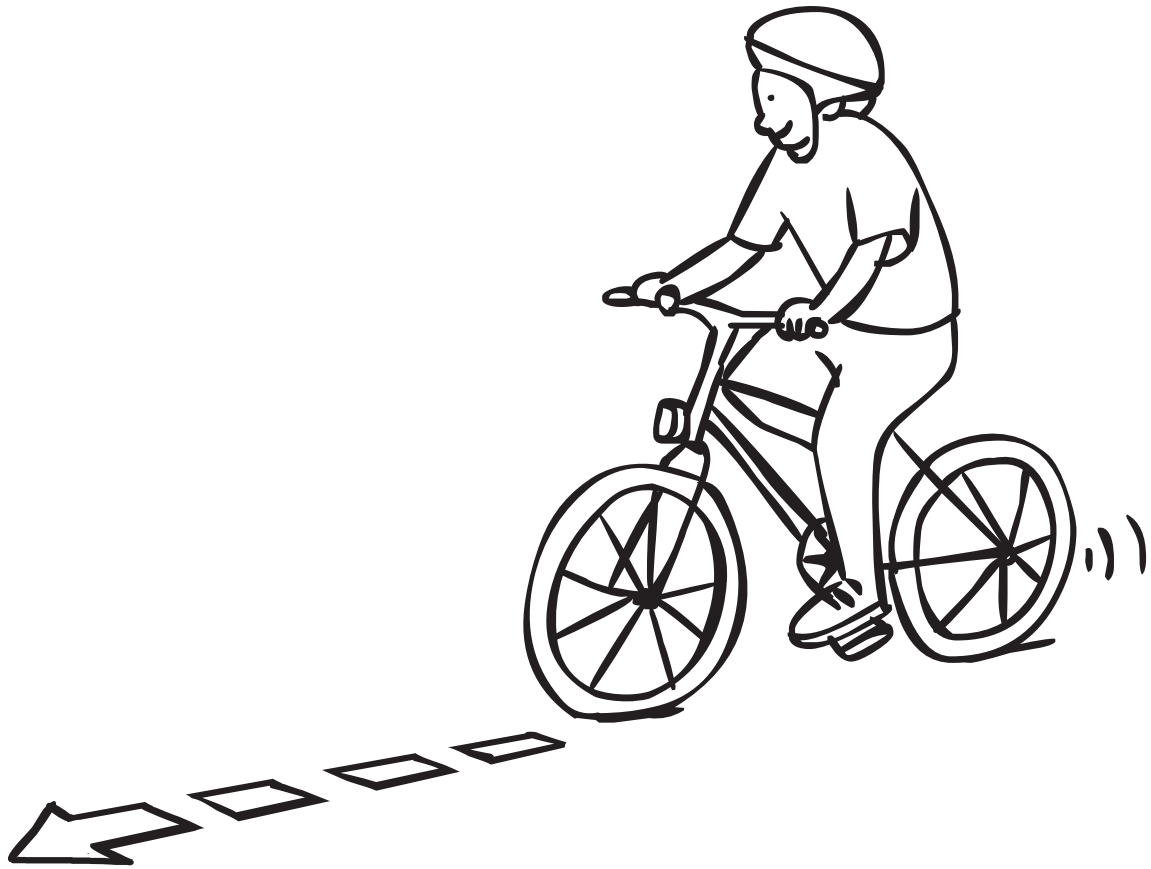
**Stop at the
red light.**



Look left.



Look right.



**Ride in
a straight
line.**