

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 3.16

Better Biking for Agriculture!!!

Unit:
EXERCISE

PRECEPTS

G Physical Growth

G3. Participate in a fitness program

NATIONAL STANDARDS

CS.02.01.02.b. Implement a plan for respecting one's body.

NL-ENG.K-12.12 – Applying Language Skills

NS.K-4.6 – Science in Personal and Social Perspectives



Lesson Type:
One-on-One

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Demonstrate the use of protective helmets for safety while riding bicycles.
- Identify local agriculture.





TIME

Instruction time for this lesson: **15 minutes.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Bicycle *helmet*
- ✓ Duct tape
- ✓ Several eggs
- ✓ Bike
- ✓ Predetermined bike route through farming area

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Helmet



CONTENT OUTLINE

Objective 1. | Demonstrate the use of protective *helmets* for safety while riding bicycles.

- I. Put on and properly adjust *helmet*.

Objective 2. | Identify local agriculture.

- I. Bike tour through farming area
- II. Shout out agricultural production and repeat

INTEREST APPROACH

Have a bicycle **helmet**, duct tape and several eggs ready before your PAL arrives.



Today we are taking a bike tour but first, I have a **helmet** here that we are going to test in order to determine how much protection it will provide for its' user! Can you tell me what activities this **helmet** could be used for?

Your PAL will probably say riding a bike since that is what you are doing today but also guide him/her to other activities such as rollerblading.



Very good answers, and yes, we do use this type of **helmet** when we are riding our bikes. Wearing a **helmet** is an important part of being safe for a lot of activities and especially important when we are on our bikes.

*Show your PAL the **helmet** and discuss how it functions by helping absorb the shock of a sudden fall.*



The rigid outer layers and the padding inside the **helmet** are designed to protect our head in the case of an accident such as a fall. We are going to conduct an experiment using these eggs to see just how much protection this **helmet** will provide.

*Dramatically hold up an egg and using the tape; firmly attach the egg to the inside of the **helmet**. Drop the **helmet** from two feet. If your egg did not break, drop the **helmet** from three feet. Then four. Eventually, the **helmet** will be unable to protect the egg.*



While **helmets** help protect the user's head, they are only capable of absorbing a certain amount of impact. If, for example, a bicyclist was going dangerously fast and had an accident, a **helmet** may not be enough to prevent injury. That is why it is important to follow all safety rules, use common sense and slow down when possible. We want to be safe as we enjoy our time together on our bikes. So let's strap on our **helmets** and get ready to take our bike tour!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Demonstrate the use of protective **helmets** for safety while riding bicycles.



I. Put on and properly adjust **helmet**.

Help your PAL to put on their **helmet** and be sure it is adjusted properly.



Now that the first step in a successful bike ride has been completed and we have on our **helmets**, we are ready to discover where we will be riding today and why!

OBJECTIVE 2. | Identify local agriculture.



- I. Bike tour through farming area
- II. Shout out agricultural production and repeat.

In order for your PALS to gain a better understanding of what types of livestock, fruits, vegetables and other crops are produced in your area, ride bicycles through a local farming area. It would be helpful to follow your bike ride path beforehand and locate local agricultural sites of interest. Be sure you are prepared and know all about the local farms so you can answer any of your PALS questions. If you don't know an answer just tell your PALS that you will find out the answer. You will use a variation of the Choral Response e-Moment® to help your PALS identify agricultural production.



Our bike ride today is going to be through our local farming area. I challenge you to look for different types of agricultural production. If you see some type of agriculture call it out and I will repeat it if you are correct. If I see agricultural production then I will call it out and you will respond by repeating what I said. This is going to be so much fun! Are you ready to ride, look and shout as we discover local agriculture? Let's go!



As you ride along call out the different types of agriculture and allow your PALS to repeat. Also, quiz your PALS on what you see (crops, livestock, etc.) and how each relates to what ends up on the dinner plate.



REVIEW / SUMMARY



Wow, that was a lot of fun! Our **helmet** experiment showed us that a **helmet** would protect us but that we must also use common sense, slow down and follow safety rules to be safe on our bikes and we had a great time looking at and discussing what our local farmers produce. What a great way to get exercise and learn about local agriculture!



APPLICATION

Large Group Idea

Get the group to bring their bikes and have a “Bike Rodeo.” Get the appropriate local civic officials to come and give a bike safety talk as they inspect all of the bikes for necessary safety features.

Continued Discussion

Research local bike trails and races to find one you and your PALS would like to ride in. Set up a training plan so you will both be ready to ride your bikes the distance of the tour or race that you choose.