

# BONUS LESSON 3: Tuning Your Mind and Your Body



## OVERVIEW

**Educational Goal:** To develop an understanding of the importance to a bicyclist of staying focused, eating well and getting enough sleep.

### Preparation

- Set up technology to show [www.choosemyplate.gov](http://www.choosemyplate.gov)

### Topics Covered

- Staying focused
- Staying healthy

### Learning Objectives and National Health

**Education Standards** (SEE PAGE VI FOR "STANDARDS")

At the end of this lesson, students will be able to:

- 1 Describe safe bicycling skills that demonstrate what it means to "have your head in the game." (Standards 1, 2, and 7)
- Describe the impact that a healthy diet and enough sleep has on riding a bicycle. (Standards 1, 2, and 7)

## BONUS LESSON 3

### Timeline

	15 MINUTES <b>Is Your Head in the Game?</b>	95
	15 MINUTES <b>Crash Study: Drive Out</b>	96
	15 MINUTES <b>My Plate</b> (OPTIONAL)	97

### Materials and Equipment

- Computer, speakers, and projector with Internet connection, white wall or Smartboard
- Website: [www.choosemyplate.gov](http://www.choosemyplate.gov)
- Scenario handout: "Drive Out" (RESOURCE GUIDE PAGE 203)
- Three student volunteers



### IS YOUR HEAD IN THE GAME?

**Focus Point:** Just as having a fit body and mechanically sound bicycle are important in cycling, so is focusing attention to the environment in which the bicycle ride is occurring. Students may have heard the saying “having your head in the game”—an admonition that means being mentally alert and responsive to what is going on.

#### Materials and Equipment

- Whiteboard and markers or Smartboard

#### Discussion

- 1 Take a few minutes to see whether students are familiar with the concept or what they think it means when they hear someone shout, “Get your head in the game” at a sporting event. Point out the importance of having your “head in the game” when cycling, too.
- 2 Discuss why this is particularly important in cycling on community streets. Explain that this could possibly be because the other players in this “game” are driving much larger vehicles called automobiles.
- 3 Having your head in the game is as important as protecting your head. Knowing and practicing safe bicycle skills will be easier when you are mentally alert and have your “head in the game.”
- 4 Discuss the rules or laws for bicycle safety. Focus on the question:
  - *If bicyclists observe the laws and follow the rules, will they always be safe riding their bicycles?*
    - > *Although observing all rules and laws is important, this alone often is not sufficient to ensure safety. There are many other behaviors that go along with obeying all of the laws and staying safe on the road.*
  - Ask students to reflect on what behaviors they have witnessed that may be considered safe bicycling skills, even if they weren’t “laws” or “rules” (best practices). List these on the board as students identify them.

#### VOCABULARY

**Mental alertness:** a condition or period of heightened watchfulness or preparation for action

Possible list of best practices:

- > *Always wear your helmet. It is not currently a Minnesota law, but in some states it is a law.*
- > *Stop, look left, then right, then left again, and listen.*
- > *Scan over your left shoulder.*
- > *Take good care of your bike: make sure the chain is lubricated and not too loose, the brakes are in working order, the tires are properly inflated.*
- > *Wear bright clothes.*
- > *One rider per bicycle is also the law in many states. Some bicycles are made for two people.*



## CRASH STUDY: DRIVE OUT

**Focus Point:** At a young age, some riders are not mature enough to grasp the complexities of traffic situations and tend to fixate on one thing at a time. Chasing a ball or riding to a friend's house can occupy all of their thought processes to the exclusion of simple safety rules like stopping at the end of the driveway.

### Materials and Equipment

- Three student volunteers
- Scenario handout: "Drive Out" (RESOURCE GUIDE PAGE 203)

### Discussion

- 1 Read the following scenario to the students:
  - *You are on a bike ride through your neighborhood and you come to a driveway with a car in it. There is a driver in the car and he is getting ready to back out of the driveway. The driver's side window is down, the radio is on and the music is very loud. The driver has not noticed you riding down the right-hand side of the street.*
- 2 Ask the students:
  - *How do you proceed?*
  - *How can you make sure a vehicle driver sees you when you are riding your bike?*

### Activity

- 1 Ask for three volunteers to take part in a short play. The roles are a police officer, the driver of the car, and the rider of the bicycle.
- 2 Give each volunteer about five minutes to read through the play, and then have them come to the front of the room and act out the situation.
- 3 After each student has finished, the class acts as a jury to determine who was responsible for the crash. Their task is to decide what laws or rules were violated. In addition, they should determine how the bicyclist and motorist could have made safer choices and what safe bicycling techniques they could have used.
- 4 Discuss with the class how this bicyclist did not follow the safe bicycling techniques. She didn't stop at the edge and look left-right-left before merging with traffic and she failed to yield the right-of-way, which is a violation of traffic law in all states.
- 5 Stress to the students that approximately 30 percent of all car/bicycle crashes occur when young cyclists enter traffic without stopping. The bicyclist attempts to place the responsibility for her near miss on the driver of the motor vehicle. "The car driver was going too fast and almost hit me. It was all his fault." It is important to stress that traffic safety depends upon everyone following the laws of the road.



### MY PLATE

(OPTIONAL)

**Focus Point:** Part of living a safe and healthy life is eating the right foods so the body can perform at its best. Getting enough sleep, along with managing stress and ensuring proper nutrition all work together like strength, flexibility, endurance, and balance to create a safe and healthy lifestyle.

### Materials and Equipment

- Computer, speakers, and projector with Internet connection, white wall or Smartboard
- Website: [www.choosemyplate.gov](http://www.choosemyplate.gov)

### Discussion

- 1 Ask students to name reasons why a healthy diet is important. Possible answers:
  - > *Good food helps you grow and build strong muscles.*
  - > *Hunger levels affect decision making.*
  - > *Eating large amounts of fat and sugar can affect your mood and energy levels.*
  - > *Eating well will reduce the risk of heart attacks and other disease.*
- 2 Discuss how a poor diet not only can cause obesity, but also can lead to a lack of concentration and memory—resulting ultimately in difficulty thinking and taking part in active sports. Part of living a safe and healthy life is eating the right foods so the body can perform at its best. Mention the value of eating meals with their family. Cooking together can be a family-strengthening experience. These questions can result in a discussion of the importance of food and family meals.
- 3 Ask students how many know how to cook.
- 4 Ask how many help in the kitchen at home.
- 5 Have students describe what their families cook and eat together on a regular basis and on special occasions (holidays).
- 6 Ask students if they have a family garden or garden site at a community garden. Ask them to describe their garden, picking fresh fruits or vegetables from a garden or orchard, or visiting a farmers market.
- 7 Show the students the following related website: [www.choosemyplate.gov](http://www.choosemyplate.gov). The site is designed to help individuals make healthy nutritional choices.
- 8 Conclude the discussion of healthy lifestyles by asking students:
  - *How much sleep did you have last night?*
  - *How much sleep do you usually get?*
  - *Does it vary on the weekends and during school vacations?*
- 9 Explain that most students need at least **nine hours** of sleep per night to be healthy.

- 10 Ask students to list any effects of not getting enough sleep that they have personally experienced.  
Possible answers:
- > *Inability to concentrate*
  - > *Poor memory*
  - > *Weakness*
  - > *Emotional ups and downs (feeling sad, angry, distant from others, crabby, irritable)*
  - > *Sickness/illness (headache, eyes hurting, feeling “bad”)*
  - > *Tired (having no energy, feeling listless, sleepy)*
- 11 Remind them that sleeping is more than just resting—it is also how the body and brain revive and rejuvenate themselves from the day’s activities. Sleep is also necessary for a body’s immune system to do its best work. Relate the issue to bicyclists and how they not only need sleep so that they have the energy to cycle without strain or fatigue, but also need sleep after exercise in order for the body to repair tissues and grow.
- 12 Reinforce the fact that they are more likely to have a bicycling crash if they have not had enough sleep. Their reaction times will be slower and their awareness of their surroundings will be lessened if they are tired.
- 13 Conclude by explaining that getting enough sleep, along with managing stress and getting proper nutrition all work together like strength, flexibility, endurance, and balance to create a safe and healthy lifestyle.