



WHAT MODULES CONTAIN

SECTION WH



WHAT MODULES CONTAIN

INDOOR MODULE

Time Allotted: 10 minutes

Objectives

This section identifies key information or skills that students should have retained by the end of the module.

Materials Needed

This section identifies all the materials and equipment that instructors and students need for the module.

Instructor Preparation

If the module requires the instructor to assemble or arrange materials before the day of class or before students arrive, this section tells the instructor what to do.

Introduction

This section helps the instructor put the module in context for the students. If the module has individual lessons that have their own introductions, this section might not appear here, but within lessons.

A symbolic icon appears at the top of each module.

This identifies whether teaching should take place **indoors** (in a classroom setting) or **outdoors** (where students use their bikes).

This identifies the time the instructor should take to teach the module if using it in an 8-hour class. (But the module might contain enough material for the instructor to take longer.)

This bar shows the start of all the lesson material.

Lessons

WHAT A LESSON CONTAINS

BEFORE YOU START

If the lesson requires the instructor to arrange materials or students before starting the lesson, this section tells the instructor what to do.

INTRODUCTION

This section helps the instructor put the lesson in context for the students. It won't appear if the module has an introduction that covers all the lessons.

WHAT TO TEACH

A. The "What to Teach" section lists all the concepts the instructor should cover in the lesson. The section labels each concept with a separate capital letter, starting with "A." The **words that best represent the concept** appear in bold, so the instructor can glance at the text and easily see what the concept covers.

- A concept might include distinct points the instructor should cover.
- Distinct points will appear as bullets within concepts.

B. When a concept has one or more **SUGGESTED TEACHING METHODS** that go with it, the text represents the **SUGGESTED TEACHING METHOD** as a white number inside a black circle: ❶ All of the **SUGGESTED TEACHING METHODS** follow in their own section after the "What to Teach" section, either on the same page or on the facing page.

This heading shows the start of a single lesson. If the module has only one lesson, this heading might not appear.

This shows that a teaching concept has to do with a question on the pre- and post-class test.

All of the page numbers in a module start with the same 2-letter code.

- Each time the publisher issues a revised version of a module, this section shows the new version number and the release date.
- If you have a module customized for a certain locale, a two-letter location code will follow the version number (e.g., 3MD).

CMC 8

SUGGESTED TEACHING METHODS

Each suggested teaching method (shown with a white number inside a black circle, e.g. ❶) goes with no more than one “What to Teach” concept (or “taught concept”). The text below describes each method.

One method not described: lecture, or simply telling students what you want them to know. While lecture might seem the easiest teaching method, students often learn best from seeing or doing—as in the following methods.

❶ **Illustration:** The instructor uses an illustration to represent a taught concept. It refers to an illustration that either: (a) the students have in their possession, or (b) the instructor draws on an easel or board.

- The text refers to each illustration by a figure name such as **Fig. WM-1**. A copy of the illustration then appears on the same page (usually along the right margin), so either the instructor can see what the students see, or the instructor can draw it.

- If a figure has an all-numeric name, such as **Fig. 15-5**, the figure appears in the recommended student handbook (whichever one the local curriculum uses) for the 8-hour class. In the figure’s name, the number before the hyphen means the page of the handbook on which the figure appears; the number after the hyphen represents the figure’s position on the handbook page.

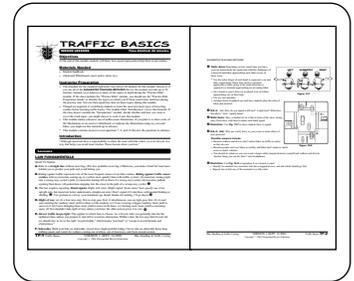


Figure WM-1

❷ **Q&A:** The instructor finds out what students might already know about the taught concept by asking questions—and lets the students tell each other, rather than simply having the instructor tell them. The method starts with a question the instructor should ask the students, e.g.:

Ask: How do you signal a right turn?

Right after the question, the **Possible answers include** section tells the instructor the question’s possible answers.

- If students don’t come up with any of these answers, the instructor could either ask the question in a different way or simply reveal the answers.

- Some instructors like to write students’ answers on a board or easel paper, to help everyone absorb the material. The instructor might write only the correct answers, because displaying wrong answers might cause students to remember them.

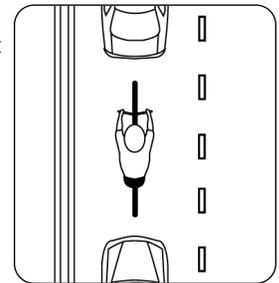


Figure 15-5

❸ **Discussion:** The instructor leads the students in a conversation with which they figure out for themselves some or all of the teaching concepts the instructor wants to cover. In the discussion, students might come up with additional points helpful to the lesson. As the students state their points the instructor might write one- to five-word summaries of them on a board or easel sheet, to make sure the discussion covers everything.

This method often starts, like **Q&A**, with a question the instructor should ask the students.

Right after the question, the **How to handle responses** or **Use students’ answers** section helps the instructor guide the students to uncovering the taught concept. This method often works best if the instructor volunteers as few answers as possible.

❹ **Static demo:** The instructor stands or sits in place and shows students how to do or use something.

❺ **Demonstration:** The instructor shows students how to do something, usually while the instructor rides their bicycle. Before starting an on-bike demonstration, an instructor should:

- Prepare their bike so that nothing unexpected happens.
- Tell students where they should end up, if students will follow the instructor.

❻ **Static practice:** The instructor has the students practice something while sitting or standing in place.

❼ **Practice:** The instructor has the students practice something while riding their bikes, usually with all students practicing at the same time. The instructor watches and helps the students improve.

❽ **Individual practice:** This method works the same as **Practice**, but students do the exercise one at a time.

CLOSING THE LESSON

SUMMARIZE

This section shows a statement the instructor can say to close the lesson.

CHECK FOR UNDERSTANDING

This section gives the instructor one or more questions to ask the students. Students' answers can then help the instructor find whether students have met the learning objectives shown at the start of the module. A sample question:

Question:

Name three traffic rules you can follow while bicycling in traffic that will help keep you safe.

Right after the question, the **Possible answers include** section tells the instructor the question's possible answers. If students don't come up with any of these answers, the instructor could either ask the question in a different way or use the **RETEACHING METHODS** in the next section.

RETEACHING METHODS

When students don't seem to get one or more concepts covered by the module, the instructor might use the methods described in this section to help them.

FOR ADVANCED STUDENTS

Some students might already know some of the material included in the module, and want to know more. This section identifies added material the instructor might give to these students.