

Project 4 (Part 1): Hazards

Learning Intentions

We are learning to:

- Identify and develop strategies to safely pass hazards while riding

Success Criteria

- I can recognise hazards when riding
- I can make decisions on how to safely get past hazards

Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



Equipment and preparation

- Hazards PowerPoint (available to download via the portal)
- Student copy of map or Google earth image of local area
- Stationary for marking maps

Lesson introduction

Explain to students: In this lesson we will define what a hazard is and what actions we can take to safely get past dangers.

Using the Hazards PowerPoint we will also identify hazards likely to be found in our local area.

Ask students to complete Quick Quiz 7 via the online portal.

Activity 1 What is a hazard?

1. Define vocabulary:

- A hazard is something that may cause you harm
- Protective behaviours are actions to keep yourself and others safer.

2. Use the Hazards PowerPoint to promote discussion on likely hazards your students may face while riding.

Ask students:

- What hazards can you see?
- What could you do to safely pass this hazard?

Activity 2 Identifying local area hazards

1. In small groups use the local map or Google earth image to identify known hazards.

2. Groups report back to the class on the hazard(s) they have identified and how they would safely get past the hazards.



Extension Activity (optional)

For Activity 2, ask students to take photos of hazards they have identified. Print the photographs and place them on the map of your local area. Build up a map with lots of local knowledge and experiences from your students.

Reflection

- Review definition of hazard and what protective behaviour is.
- Ask students to keep an eye out for hazards not identified in this lesson and report back any new ones.
- Ask students to define “hazard” and share some of the hazards they might come across while riding their bikes. This could be done verbally or on the Hazards Student Worksheet (available to download via the portal).

Answers:

1. A hazard is something that may cause you harm
2. Examples of hazards may include pedestrians, cars, dogs, other cyclists, uneven footpaths



Project 4 (Part 2): Bike Control — Putting it all together

Learning Intentions

We are learning to:

- Ride safely and confidently in a group
- Ride alongside another rider safely
- React to other area users and hazards

Success Criteria

- I can apply learnt skills to help me ride safely in a group
- I can ride safely next to another person
- I can work cooperatively with others

Australian Curriculum Links

Students will be provided with opportunities to:

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

Equipment and preparation

- Bikes (at least 1 between 2 students)
- Helmets (ideally one each)
- Cones and chalk to mark course
- Signs for each section of the course (optional) or write in chalk
- Set up course for Activity 1

Lesson introduction

Explain to students: In this lesson we will review all the skills covered in Safe Cycle so far with a group riding activity. We will also cover riding alongside another rider (doubling up, moving from single file riding to side by side riding).

Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First worksheet.

Revision

1. Brainstorm skills covered through Safe Cycle so far
2. Select individual students to demonstrate and talk the class through the dos and don'ts of these skills:
 - “Power Pedal”
 - Braking
 - Signalling
 - Rear Head Check

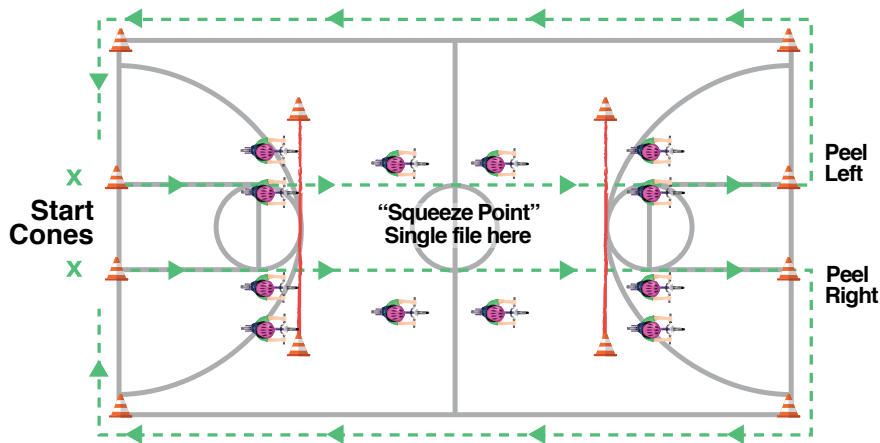
Skill development

Teacher demonstration of:

- Doubling up

Activity 1 Squeeze in, squeeze out

1. Students with bikes line up in pairs (doubled up) behind the two start cones
2. On teacher's signal ride towards the "squeeze point"
3. At "squeeze point" students form single file and then double up once past the "squeeze point"
4. Students can then choose to peel left or right
5. Students will need to communicate with their partner their intended actions and use hand signals



To see this activity in action go to paf.org.au/safecycle

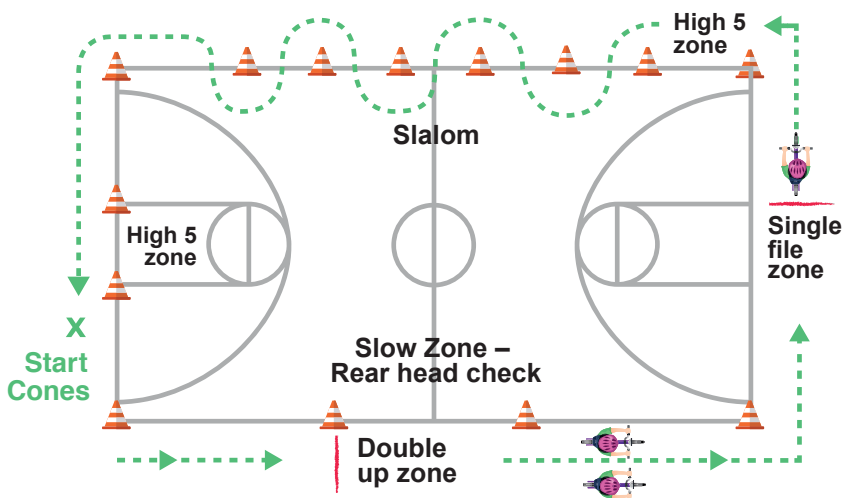
Activity 2 Squeeze in, squeeze out

1. Walk students through the course explaining each section and the skills as they go.
2. Question students on skills: What does this skill look like? Where and when might we need to use the skill?
3. Students with bikes line up behind start cone at "X".
4. Partners position themselves in one of the "High 5 zones".
5. On teacher's signal students ride single file (except through the double up zone) through the course, giving their partner a high 5 inside one of the zones.
6. Reinforce once again that it is not a race and that students should take their time.
7. Partners swap roles



This activity provides an opportunity for the teacher to assess the students' competence with skills covered so far – "power pedal", braking, signalling, rear head check, doubling up and general bike control.

Note



Reflection

Review signalling and rear head check. Ask students:

- What worked/didn't work?
- Were any sections harder than others? Why?
- Which sections were the easiest and why?
- How could we change the course if we were to do it again?
- Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

Green = confident

Yellow = developing confidence

Red = not confident



To see this activity in action go to paf.org.au/safecycle

Project 4 (Part 3): Bike Control — Bike games

Learning Intentions

We are learning to:

- Ride safely in group situations

Success Criteria

- I can use safe cycling skills to participate safely in a variety of bike games
- I can work cooperatively with others

Australian Curriculum Links

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



Equipment and preparation

- Bikes
- Helmets
- Cones and chalk for games
- Equipment for pre-selected grass or basketball court games (see *Bike Games Lanyard*)
- Pre-select a few bike games from the Safe Cycle games and on the Bike Games Lanyard

Lesson introduction

Explain to students: In this lesson you will have the opportunity to implement the skills we have covered in the program through some fun games. The emphasis will be on riding safely and being in control at all times.

Skill development

Entry Pass: Ask students to choose a skill covered in Safe Cycle so far and verbally explain to a partner what the skill is, where and when a rider would use it and some key points / reminders about implementing the skill.

Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First worksheet.

Activity

Teacher leads students through the pre-selected games – see *Bike Games Lanyard*.

Reflection

Facilitate a group discussion on the activity:

- What worked/didn't work?
- Which game was your favourite? What bike skills did it require you to use the most?
- How could we change/ improve any of the games?

Ask students to logon to the online portal and complete Quick Quiz 8 to finish Project 4.