



Main lesson plan

Topic:	Bike Safety
Year level:	3
Title:	The wheels go round
Duration:	65 minutes



Western Australian Curriculum links

Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Content:

Actions in daily routines that promote health, safety and wellbeing

Sub-strand: Contributing to healthy and active communities

Content:

Ways to be active in natural environments

English

Strand: Literacy

Sub-strand: Interacting with others

Content:

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

Humanities and Social Sciences

Strand: Humanities and Social Sciences skills

Sub-strand: Evaluating

Content:

Use decision-making processes

Sub-strand: Communicating and reflecting

Content:

Reflect on learning, identify new understandings and act on findings in different ways



Lesson Objectives:

- Students identify bicycle rules through student-centred learning by using RAC Little Legends Club interactive website
- Students share personal stories about risky behaviours and bicycles injuries
- Students discover that the brain controls everything
- Students design a bike safety path

Materials/ Equipment:

- Computer Lab or set of iPads/ tablets
- Access to the internet and RAC Little Legends Club game <http://littlelegends.rac.com.au/game2>
- Projector
- Whiteboard
- Whiteboard markers
- Download a teacher copy of Kidsafe Bicycle Safety fact sheet from www.kidsafewa.com.au/literature_28775/Bicycle_Safety
- Download brain test game ([see attached](#)) to display on whiteboard
- Workbooks (scrap paper for their rough draft designs)
- Pencils
- Print blank bicycle parts worksheet one per student (see attached)
- Completed bicycle parts worksheet to be displayed on whiteboard (see attached)



Time	Content
2 mins	<p>Introduction: <i>In the previous lesson on safety rules we saw how much chaos was created when people didn't follow the road rules. Today we are going to focus on bike safety and how we can keep ourselves safe while riding. The first activity involves some computer/iPad game time.</i></p>
20 mins	<p>Activity 1: RAC Little Legends Club game play <i>We are going to play a game on the computers/tablets/IWB. In this game you get to control what Mel, Chip, Ash or Jack (the characters) do. Some of the characters will encourage you to do a certain task which will help you play the game in a manner that encourages you to be safe around the roads. Be sure to pay attention to any hints that might appear as 'bubbles'.</i></p> <p>Depending on computer access, this game can be played individually, in pairs or groups, alternatively this game can be played by the whole class using an interactive whiteboard.</p> <ol style="list-style-type: none"> 1. Students are to log onto the 'RAC Little Legends Club' road safety game at http://littlelegends.rac.com.au/game2 2. Students are to select a character of their choice 3. Select the bike as their 'ride' 4. Select the route of their choice. 5. Before starting the game, students will meet 'Flutter' the magpie who will give the students instructions on how the game works. 6. The aim of the game is to identify the hazards as the character is riding their bike to school. Students should note some of the road rules cyclist should follow e.g. always look both ways as you cross a road. Students are to take turns at identifying the hazards in different road settings. <p>On completion of this activity ask students:</p> <ul style="list-style-type: none"> - <i>What were some of the hazards that they identified whilst their character rode to school?</i> - <i>What are some rules we should remember while riding our bikes?</i> - <i>Did anyone notice the protective clothing the characters were wearing?</i> - <i>What were they wearing? E.g. helmet, fluoro vest, closed in shoes.</i> - <i>Why is it important to wear protective clothing when on a bike?</i>
10 mins	<p>Activity 2: Bicycle crashes and injuries</p> <ol style="list-style-type: none"> 1. Discuss with students: <ul style="list-style-type: none"> - <i>What were some of the reasons that you lost points during the game?</i> Possible answers: <i>riding into a pedestrian, not stopping before crossing the road, not looking out for cars turning into drive ways.</i> - <i>How many of you have ever fallen off your bike?</i> 2. Ask for a volunteer to count and tally on the board, the students who have fallen off their bikes, under the heading 'Fallen'. <ul style="list-style-type: none"> - <i>How many of you were hurt when you fell off your bike?</i> 3. Ask for a volunteer to count and tally on the board, the number of students who were hurt when they had fallen off their bikes, under the heading 'Hurt'. <ul style="list-style-type: none"> - <i>What were you doing to fall off your bike? Do you think it was a risky behaviour/ activity?</i> Possible answers: <i>racing somebody, not watching where you were going, talking to a friend etc.</i> 4. Ask for a volunteer to count and tally on the board, the students who were engaging in risky behaviour before falling off their bikes, under the heading 'Risky'.

8mins	<ul style="list-style-type: none"> - Teacher makes some inferences about the tally table e.g. 5 people that were hurt when they fell off their bike, were also engaging in risky bike behaviours. See example table below: <table border="1" data-bbox="437 450 1401 517"> <thead> <tr> <th data-bbox="437 450 759 483">Fallen</th> <th data-bbox="759 450 1078 483">Hurt</th> <th data-bbox="1078 450 1401 483">Risky</th> </tr> </thead> <tbody> <tr> <td data-bbox="437 483 759 517"> </td> <td data-bbox="759 483 1078 517"> </td> <td data-bbox="1078 483 1401 517"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> - <i>How many of you were wearing protective clothing?</i> - <i>What injuries can you sustain if you fall off your bike without protective clothing, as a result of reckless behaviour?</i> <p>Activity 3: Brain game – Importance of wearing a helmet</p> <ol style="list-style-type: none"> 1. Discuss with students: <ul style="list-style-type: none"> - Why it is important to wear a helmet while riding a bike? - Why it is important to protect our brains? - <i>Our brains are very important as they are the central control for everything we do. Our brain is very clever, it sends out hundreds of messages to other parts of our body, telling it what to do such as smiling – can everyone smile. The brain also sends messages for us to wink – can everyone wink and frown – everybody show me your frowning face.</i> - <i>Sometimes our brains can be tricked. Let’s see whose brain we can trick today</i> 2. Ask for a student to volunteer to complete a brain activity. 3. Show the brain test game (see attached) on the whiteboard. 4. The student has to say the colour of the word (not the word e.g. orange is the first colour). 5. The student has to do this as quickly as possible without saying the wrong colour. 6. <i>From this simple activity you can see how powerful our brains are. Our brain controls everything we do. That is why it’s so important to keep our brains protected while riding a bike. If our brain is hurt, then we might not be able to do some of our favourite activities. What activities would you miss doing if you hurt your head as a result of not wearing a helmet?</i> 7. Display the image of Chip (see attached) on the interactive whiteboard. 8. There is a special rule for ensuring your helmet fits correctly. This rule is called the “four, two, one” or “ears, eyes and mouth” rule. 9. The four part simply means that you need to check that straps around your ears makes a V shape, just like this (demonstrate the actions by using your four fingers to create a V shape around your ears, demonstrate on yourself and point to Chip). 10. The next part is two which means, place two fingers above your eye brows, this is where your helmet should sit (demonstrate this by placing two fingers above your eye brows). 11. The last part is one, place one finger under your chin to ensure the helmet fits well. 	Fallen	Hurt	Risky			
Fallen	Hurt	Risky					
7mins	<p>Activity 4: Bike parts and maintenance</p> <ol style="list-style-type: none"> 1. Organise students into groups of 5. 2. Students are to pick the order they are going to go in 1 - 5. 3. Have students sitting together with a pencil each. 4. Hand out a blank copy of the bicycle parts worksheet to each student, with the picture faced DOWN. 5. Tell the students that their faces must remain down and eyes closed until someone taps them on the shoulder. 6. The student from each group chosen to be first can open their eyes and look at the board. The completed bicycle parts worksheet will be projected on the screen. 7. They have 30 seconds to memorize the parts of the bike on the board. Once 30 seconds 						



15mins	<p>is up the teacher removes the picture and the student can turn over their bicycle part worksheet and write down as many of the parts as possible.</p> <ol style="list-style-type: none">8. The first student then has 30 seconds to tell and show the second student the parts of a bicycle, using their worksheet to help explain. Once that 30 seconds is over the second student is then allowed to turn over their worksheet and write down the parts they remember (the first student turns their worksheet face down and closes their eyes, like the other team members).9. This process continues until the last person has written down the parts they remember, this game has a similar concept to Chinese whispers.10. As a class, students compare their responses from the first person to the last person receiving information.11. Using the 'Kidsafe Bicycle Safety' fact sheet, discuss with students the maintenance check for each of the bike parts. <p>Activity 5: Design a bike path</p> <ol style="list-style-type: none">1. Students are given a blank sheet of paper.2. Pretend that students have been asked by a wildlife animal conservation park to design a cycle path that travels passed all of the animal enclosures. Students are to design their own park taking into consideration the information below. <p>Note: The following information may need to be written on the whiteboard:</p> <ul style="list-style-type: none">- The visitors will pick up their bikes from the front gate and can travel around the park before leaving at the gate when exiting.- The path should include a helmet fitting station and a bike pick up and drop off station.- There will need to be a restaurant, toilet, drink fountains, traffic/bicycle signs (e.g. keep left, give way, ring your bell before overtaking), bike parking stations, bicycle breakdown station and stopping stations for people to stop and look at the animals in each of the enclosures.- Some of the animal enclosures include lions, elephants, gorillas, meerkats, tigers and rhinoceros.- Students should be practical (reduce traffic chaos) yet creative. <ol style="list-style-type: none">3. Ask students to share their designs with the class.4. Ask students if a bicycle path would be beneficial when riding to and from school. Could we have a cycle path that goes around our town? What might happen when cars are also on our roads? <p>Conclusion: <i>Wow! We have learnt a lot about safe riding and the importance of helmets. It is now time to put all the knowledge about bike safety into practice when you next take your bike for a ride. We should remember to always wear a helmet and complete a bicycle check before riding to your destination.</i></p>
3mins	