

Year Level: **Years 3 and 4**  
Unit 2: **Getting ready to ride on paths**  
Lesson 5: **Road rules and hazards**

Date:



**Lesson approach**

This is the fifth of ten lessons for Unit 2 – Getting ready to ride on paths. This lesson is 45 minutes long.

**Curriculum links**

Interpret maps and other geographical data and information to develop identifications, descriptions, explanations, and conclusions, using geographical terminology including simple grid references, compass direction, and distance (VCGGC076)

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)

Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)

**Learning intentions and success criteria**

**Learning intention**

Can recall and understand road rules related to cycling.

Understands hazards and can identify potential hazards on footpaths and bike paths.

To understand how to react to hazards to reduce danger.

**Success criteria**

Can recall the meaning of basic road signs and road rule relating to cycling.

Can identify hazards on footpaths and bike paths and understand why they are dangerous.

Can articulate ways to avoid hazards that have been identified.

**Equipment**

Computer, projector or tv, hazard perception worksheet.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p><b>Equipment</b> Whiteboard and markers, pens/pencils, road rules and signs worksheet.</p> <p><b>Safety</b> N/A</p>	<p><b>Roads rules discussion and worksheet</b> Brainstorm the important road rules the students know:</p> <ul style="list-style-type: none"> <li>• Stop signs mean stop.</li> <li>• Give Way signs mean stop.</li> <li>• Traffic lights: Red, yellow and green.</li> <li>• Ride on the <u>left</u> side of the road or path.</li> </ul> <p><b>Special road rules for bikes:</b></p> <ul style="list-style-type: none"> <li>• You must wear an approved helmet (Standard AZ/NZS2063).</li> <li>• On paths, all bike riders must give way to pedestrians.</li> <li>• Your bike must have at least one working brake.</li> <li>• If you're riding at night, your bike needs lights (not just reflectors) <ul style="list-style-type: none"> <li>• White in front, red at the back.</li> </ul> </li> </ul> <p><b>Road rules and signs worksheet</b> Hand out worksheet.</p> <ul style="list-style-type: none"> <li>• This focuses on the different signs that you might see when riding, as well as some questions consolidating knowledge of basic road rules.</li> </ul>	<p>Basic road rules:</p> <ul style="list-style-type: none"> <li>• When to stop (stop/give way/traffic lights).</li> <li>• What side of the path or road to ride on (on the left).</li> </ul> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Who has priority in given scenarios?</li> <li>• What is required on you bike – during the day vs during the night? (brakes, bells, reflectors, lights etc.).</li> <li>• Safety clothing (helmets): We must always wear a helmet when on a bike because it protects our head and our very important brain. It is important for the helmet to be fitted correctly, otherwise it won't work. Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.</li> </ul>	<p>Brainstorm responses. Completed worksheet.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p><b>Equipment</b> Teacher: TV or projector, computer, hazard videos</p> <p>Student: Pen and workbook.</p> <p><b>Safety</b> N/A</p>	<p><b>Hazard Video: Unit 2 hazard videos</b></p> <ul style="list-style-type: none"> <li>Provide a definition of what a hazard is and an example. <ul style="list-style-type: none"> <li>For example, another bike rider or a car on the road is a hazard because it could be unsafe, and we have to avoid them. Or a slippery water puddle is a hazard, because we may slip and fall off the bike.</li> </ul> </li> </ul> <p>A series of videos have been provided of riding along a path from a bike rider's perspective. Each contains approximately 30 seconds of riding footage.</p> <ul style="list-style-type: none"> <li>The first half of the video is unedited footage from the rider's point of view (POV). <ul style="list-style-type: none"> <li>Tell the students to watch the videos and remember the hazards that they see.</li> <li>Pause the video after the unedited rider POV section has finished.</li> <li>Ask students which hazards they saw why they think they're a hazard.</li> </ul> </li> <li>The second half of the video is the same footage slowed down and highlights the main hazards the rider faced. <ul style="list-style-type: none"> <li>Were any of these hazards surprising?</li> <li>Could the students see any other hazards that weren't highlighted?</li> <li>How would the students change their riding behaviour to negotiate the hazards?</li> </ul> </li> </ul> <p>Repeat this activity for as many videos as you find are useful. There are six videos of the rider on a shared path, which can be selected in any order. Video 1: Easy ride on path with minimal hazards. Video 2: Easy ride, finishing with an approach to a busy road. Video 3: Easy ride, with rider crossing a road. Video 4: Starts at traffic lights with other pedestrians and bike riders. Video 5: Approaches and crosses at traffic lights with other pedestrians and bike riders. Video 6: Rides around blind corners on shared path.</p>	<p>What a hazard is:</p> <ul style="list-style-type: none"> <li>Something that is, or has the potential to be, dangerous.</li> </ul> <p>Scanning:</p> <ul style="list-style-type: none"> <li>Keep moving your eyes around the area rather than staring at only one spot.</li> </ul> <p>Potential Hazards:</p> <ul style="list-style-type: none"> <li>Look at things that might be dangerous when you get there, not just things that are already dangerous</li> </ul> <p>Things to look for:</p> <ul style="list-style-type: none"> <li>Cars, bike riders, pedestrians on the road or near the road, animals, road surface changes like potholes, water, dirt or leaves, gravel, stop/give way signs and traffic lights.</li> </ul> <p>Avoiding hazards:</p> <ul style="list-style-type: none"> <li>You may either slow down/stop or move to avoid the hazard.</li> <li>It's better to slow down since moving may put you in danger from cars or other bike riders driving nearby.</li> </ul> <p><b>Key questions</b></p> <p>Where are you looking to see the hazards? (i.e., always scanning around the scene) Which hazards do you think are the most common? How would you avoid the hazards?</p>	List of hazards.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
12 mins	<p><b>Equipment</b> Hazards on path and blank hazard scene worksheets.</p> <p><b>Safety</b> N/A</p>	<p><b>Hazards on paths worksheet</b> Hand out worksheet for completion. This worksheet asks students to identify a range of hazards from a street scene.</p> <p><b>Blank hazards scene worksheet</b> Hand out worksheet for completion. This worksheet asks students to imagine potential hazards and draw them on a blank path. Students can colour in the scene if they finish early.</p> <p><b>Progressions</b> Students can write down how they would avoid the hazards they identify.</p>	<p>Key understandings are:</p> <ul style="list-style-type: none"> <li>Identifying hazards and potential hazards.</li> <li>Appropriate reactions to hazards.</li> </ul> <p><b>Key questions</b> Which hazards do we have outside this school? How are we able to avoid or reduce the risk of these?</p>	Completed worksheets.
3 mins		<p><b>Feedback</b> Discussion on the road rules and hazard that they learned about in the class. Thumbs up/down/sideways for the question:</p> <ul style="list-style-type: none"> <li>Do you feel like you know how to identify and avoid hazards when you're riding?</li> </ul>	<p><b>Key questions</b> What are the best ways to avoid a hazard?</p> <ul style="list-style-type: none"> <li>Slow down.</li> <li>Move slowly around the hazard when safe to do so.</li> <li>Wait until they are gone.</li> <li>Use your voice or bell to communicate.</li> </ul>	Thumbs up/down/sideways.



