

Year Level: **Years 3 and 4**

Unit 2: **Getting ready to ride on paths**

Lesson 9: **Route planning and hazards**

Date:



#### Lesson approach

This is the ninth 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

Understands the route being taken and the riding environment.

Can foresee potential hazards prior to a bike trip.

Gain familiarity with the upcoming class ride route.

##### Success criteria

Can follow the route online and understand the environment they will be riding in.

Can foresee hazards they may see on the class ride and plan for them.

#### Equipment

Workbooks, pen, video projector, worksheets, maps. Permission slips (to be returned for next class).



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins		<p><b>Outline group ride for final lesson</b></p> <p>Begin with a pre-ride briefing of all the important rules for the ride.</p> <ul style="list-style-type: none"> <li>• Overview of the route we will be riding.</li> <li>• What obstacles/intersections/hazards we are expecting to encounter.</li> <li>• The distance we are covering.</li> </ul> <p>Brainstorm: What important things should we know before the ride?</p> <p>Explain the rules for the group ride.</p>	<p>Rules for the class ride:</p> <ul style="list-style-type: none"> <li>• Keep to the left side of the path.</li> <li>• Ride in single file (unless the leader calls you to 'Double up!')</li> <li>• If one rider stops, then all riders stop. This must be communicated by voice to the leader ('Stop!')</li> <li>• No overtaking</li> <li>• Groups ride at the speed of the slowest rider.</li> <li>• Two bike lengths between bike riders</li> <li>• Any others you find important.</li> </ul>	
10 mins	<p><b>Equipment</b></p> <p>Computers for students.</p>	<p><b>Virtual ride through</b></p> <ul style="list-style-type: none"> <li>• Distribute iPads or computers for each student or one between two.</li> <li>• Using Google Street View, students should do a virtual bike ride through the route.</li> <li>• Students should rank the key locations by difficulty, writing this down on the maps.</li> <li>• After ranking, talk through the most difficult intersection(s) with the class. Show how we will be negotiating them and providing strategies on negotiating similar locations.</li> </ul> <p><b>Modification</b></p> <p>If IT is unavailable, the activity can be teacher led using a screen at the front of the classroom.</p> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>• If time allows challenge students to find a better route to ride.</li> <li>• The criteria should be: <ul style="list-style-type: none"> <li>• Easy to ride (i.e., not too hilly).</li> <li>• Safe to ride (safe roads, safe intersections, identify potential hazards).</li> <li>• The right length to fit in class (approx. 60 minutes).</li> </ul> </li> <li>• Plot the ride on a fresh map. Provide a justification for the ride that addresses the key criteria.</li> </ul>	<p>Teachers should focus on map reading skills in addition to gaining familiarity with the route and riding from a bike riders' perspective.</p> <p><b>Key questions</b></p> <p>Why did you rank this as the most difficult location?</p> <p>Which was the easiest place to ride? Why?</p>	<p>Locations, rankings and feedback.</p> <p>Alternative routes with plotted maps and justifications.</p>

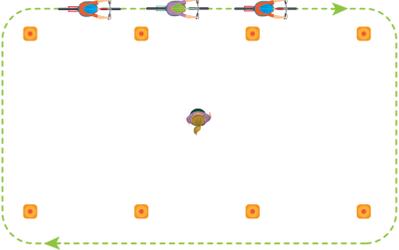


Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p><b>Equipment</b></p> <p>Teacher: TV or projector, computer and hazard videos.</p> <p>Student: Pen and workbook.</p> <p><b>Safety</b></p> <p>N/A</p>	<p><b>Unit 2 Hazard videos</b></p> <p>This is a brief revision of what we learned about hazards in Lesson 5. Provide a definition of what a hazard is and an example.</p> <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> <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 and why they think they are 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.</p> <p>There are six videos of the rider on a shared path, which can be selected in any order.</p> <p>Video 1: Easy ride on path with minimal hazards.</p> <p>Video 2: Easy ride, finishing with approach to a busy road.</p> <p>Video 3: Easy ride, with cyclist crossing a road.</p> <p>Video 4: Starts at traffic lights with other pedestrians and bike riders.</p> <p>Video 5: Approaches and crosses at traffic lights with other pedestrians and bike riders.</p> <p>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, 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).</p> <p>Which hazards do you think are the most common?</p> <p>How would you avoid the hazards?</p>	List of hazards.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p><b>Equipment</b></p> <p>Hazards on our ride worksheet, video projector, worksheets and pencil.</p> <p><b>Safety</b></p> <p>N/A</p>	<p><b>Hazards on our ride worksheet</b></p> <p>A brief discussion of the hazards, revising from the previous class on hazards and hazard perception.</p> <p>Hand out the worksheet, where students will need to identify common hazards that they think they will find in the outside ride next class.</p> <p>They also need to have a plan for how they will avoid the hazards that they encounter. Focus on:</p> <ul style="list-style-type: none"> <li>• Slowing down as they approach the hazard.</li> <li>• Using communication (bells, voice etc) to warn the hazard and fellow riders of the hazard.</li> <li>• Be predictable.</li> <li>• Avoid sudden movements.</li> </ul> <p><b>Summary of potential hazards on route</b></p> <p>Bring class together to go through the worksheet.</p> <ul style="list-style-type: none"> <li>• Which hazards might we see?</li> <li>• How will we negotiate them?</li> </ul> <p>Speak about ways to negotiate these hazards on the road.</p>	<p>Key understandings are:</p> <ul style="list-style-type: none"> <li>• Becoming more familiar and comfortable with the complicated parts of the riding route.</li> <li>• Identifying hazards and potential hazards</li> <li>• Appropriate reactions to hazards</li> </ul> <p>It's good for students to get a better idea of what riding a bike outside school looks like from the rider's perspective.</p> <p>The best way to deal with hazards is to plan for them in advance.</p> <p><b>Key questions</b></p> <p>How do we know what the hazards are?</p> <ul style="list-style-type: none"> <li>• Does it have the potential to affect our riding path? Such as a car crossing the bike lane, or dog, or a slippery bit of road?</li> </ul> <p>How should we be reacting to them?</p> <ul style="list-style-type: none"> <li>• Don't make sudden movements, like swerving, as you may put yourself in the way of other road users behind you.</li> <li>• Slow down in a controlled manner, and ride at a speed where you can easily deal with the hazard.</li> </ul>	Worksheet on hazards.



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Extra	<p><b>Equipment</b> Bicycles and helmets.</p>  <p><b>Safety</b> Students must maintain at least two bike lengths distance to other bike riders.</p>	<p>If you wish to (and have the ability to) get the kids out of the classroom and onto their bikes then practice, with students following the teacher on bikes. This is what they will be doing next class on their outside ride, so this is a good skill to practice.</p> <p><b>Practice ride for next class</b></p> <ul style="list-style-type: none"> <li>Ask students about what is important when you are riding with other people? <ul style="list-style-type: none"> <li>Keeping space between yourself and the bikes around.</li> <li>Keep at least two bike lengths between yourself and the bike in front.</li> </ul> </li> <li>Remember signaling and head checks.</li> </ul> <p><b>Follow the leader</b></p> <ul style="list-style-type: none"> <li>Set up a large square or oval circuit for students to ride around.</li> <li>Students ride in a single file around the course. <ul style="list-style-type: none"> <li>Students must be careful to maintain the two bicycle lengths between them and the bike in front.</li> </ul> </li> <li>An alternative is for the teacher to lead a ride around the school ground or surrounds. This is preparation for the out of school ride next class.</li> </ul>	<p>The teacher or assistant should lead the ride since moderating the speed will be important.</p> <p><b>Signaling</b></p> <ul style="list-style-type: none"> <li>Communication is very important so that group members and other road users (cars etc.) are not going to be surprised by our movements.</li> <li>Use both voice and arm signals.</li> </ul> <p><b>Head checks</b></p> <ul style="list-style-type: none"> <li>The head check should be smooth and brief, just long enough to see what's around.</li> <li>The tendency is for riders to drift in the direction they are performing the head check in. Make sure that the riders keep riding straight.</li> </ul> <p><b>Key questions</b></p> <p>Why do we need to keep space between the bikes?</p> <ul style="list-style-type: none"> <li>To help us prevent collisions.</li> <li>Safe attitude!</li> </ul> <p>Why do we signal?</p> <ul style="list-style-type: none"> <li>So that other people can know what we are going to do, so they can avoid us.</li> <li>To be safe!</li> </ul> <p>Why do we do a head check?</p> <ul style="list-style-type: none"> <li>Because we want to make sure that nobody is coming when we turn or change lanes.</li> <li>We can't see behind us, so we need to do a quick look so that we know what's coming.</li> <li>To be safe!</li> </ul>	
5 mins	<p><b>Equipment</b> N/A</p>	<p><b>Conclusion</b></p> <p>What things do we need to know before we go for a ride?</p> <ul style="list-style-type: none"> <li>Write the different responses on the board with a brief explanation about why we need to know it.</li> </ul> <p>Administration for the ride:</p> <ul style="list-style-type: none"> <li>Permission slips, bikes, helmets etc.</li> <li>Make sure that permissions slips are returned prior to the ride.</li> </ul> <p>Thumbs up/down/sideways: Are you confident negotiating the hazards we will be seeing on the class ride?</p>		Thumbs up/down/sideways.



