

Year Level: **Years 5 and 6**

Unit 3: **Getting ready to ride on the road**

Lesson 6: **Road hazards**

Date:



Lesson approach

This is the sixth of 10 lessons for Unit 3 – Getting ready to ride on the road. This lesson is 45 minutes long.

Curriculum links

Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC090)
Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)

Learning intentions and success criteria

Learning intention

Understands hazards and can identify potential hazards on the road.
Knows how scan for hazards in pictures and videos in a classroom setting.
Knows the ways to react to hazards to reduce danger.

Success criteria

Can identify hazards on roads and understand why they are dangerous.
Can articulate ways to avoid hazards that have been identified.

Equipment

Computer, projector or tv, hazard videos, road hazards and blank hazard scene worksheets.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment Teacher: TV or projector and computer</p> <p>Student: Pen and workbook</p> <p>Safety N/A</p>	<p>Road hazards</p> <p>Ask the class (collate class responses)</p> <ul style="list-style-type: none"> • What things can be dangerous when you're riding your bike on a bike path? • What can be dangerous when you're riding on the road? <p>Road hazards</p> <ul style="list-style-type: none"> • Provide a definition of what a hazard is and an example. <ul style="list-style-type: none"> • Hazard: Something that is, or has the potential to become, dangerous to for you. • 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. • Check for: other road users (pedestrians, cars, pets etc.), road furniture (signs, traffic lights, posts and trees etc.) and the riding surface (stones, water, holes, cracks, tram/train tracks etc.). 	<p>A hazard is something that is, or has the potential to be, dangerous.</p> <p>Key questions</p> <p>Which hazards do you think are the most common?</p> <p>What are some that you saw on your way to school today?</p>	List of hazards.
5 mins	<p>Equipment Teacher: TV or projector and computer</p> <p>Student: Pen and workbook</p> <p>Safety N/A</p>	<p>Unit 3 hazards on paths videos</p> <p><i>Note: These videos are for hazards on paths. The class rides will be on roads, so make sure that you allow enough time to view some of the road-based hazard videos.</i></p> <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"> • The first half of the video is unedited footage from the rider's point of view (POV). <ul style="list-style-type: none"> • Tell the students to watch the videos and remember the hazards that they see. • Pause the video after the unedited rider POV section has finished. • Ask students which hazards they saw why they think they're a hazard. • 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"> • Were any of these hazards surprising? • Could the students see any other hazards that weren't highlighted? • How would the students change their riding behaviour to negotiate the hazards? <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 but crosses 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>A hazard is something that is, or has the potential to be, dangerous.</p> <p>Scanning</p> <ul style="list-style-type: none"> • Keep moving your eyes around the area rather than staring at only one spot. <p>Potential hazards</p> <ul style="list-style-type: none"> • Look at things that might be dangerous when you get there, not just things that are already dangerous. <p>Things to look for</p> <ul style="list-style-type: none"> • 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. <p>Avoiding hazards</p> <ul style="list-style-type: none"> • You may either slow down/stop, or move to avoid the hazard • It's better to slow down since moving may put you in danger from cars or other bike riders driving nearby. <p>Key questions</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>Equipment Teacher: TV or projector and computer</p> <p>Student: Pen and workbook</p> <p>Safety N/A</p>	<p>Hazard point-of-view video: riding on the road</p> <p>This activity is the same as the previous one, but the videos will be of riders on the road. These roads may be busier than the roads they are riding down, so there will be many hazards to look at.</p> <p>Each contains approximately 30 seconds of riding footage.</p> <ul style="list-style-type: none"> The first half of the video is unedited footage from the rider's point of view (POV). <ul style="list-style-type: none"> Tell the students to watch the videos and remember the hazards that they see. Pause the video after the unedited rider POV section has finished. Ask students which hazards they saw why they think they're a hazard. 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"> Were any of these hazards surprising? Could the students see any other hazards that weren't highlighted? How would the students change their riding behaviour to negotiate the hazards? <p>Repeat this activity for as many videos as you find are useful.</p> <p>There are four videos of the rider on a shared path, which can be selected in any order.</p> <p>Video 1: No major intersections, a few car interactions</p> <p>Video 2: Riding through roundabout and past a worksite</p> <p>Video 3: Ride that ends at a traffic light.</p> <p>Video 4: Car activity, car door near miss.</p> <p>Ask the students where they were looking when they were looking for hazards.</p> <ul style="list-style-type: none"> When on our bikes we should be looking well ahead of the bike. That's because we want to see the hazards early so that we can avoid them. <p>Think/pair/share:</p> <ul style="list-style-type: none"> Write down as many hazards as you saw in the journey. Which hazard do you think was the most dangerous? Which hazard was the most difficult to see? 	<p>Many of the hazards are similar on paths as they are on roads. There are some important differences:</p> <ul style="list-style-type: none"> Cars and other vehicles. Car doors. These are very dangerous as many drivers don't look when they open a door, so ride at least 1-1.5 m away from them. Some people won't be looking for bikes, so you need to assume that you might not be seen. <p>Where are you looking in the video?</p> <ul style="list-style-type: none"> Students should be looking well ahead of the bike (20 metres). Try to anticipate the hazards before they arrive at the bike. Reinforce constant scanning. <p>Avoiding hazards:</p> <ul style="list-style-type: none"> You may either slow down, stop, or move to avoid the hazard. It's better to slow down since moving may put you in danger from cars or other bike riders driving nearby. <p>Key questions</p> <p>What road hazard do you expect will be different for riding on roads, when compared with the bike paths?</p> <p>Where are you looking to see the hazards (i.e., always scanning around the scene)?</p> <p>Why should we be trying to see hazards when they are further away?</p> <p>How do you avoid a collision with someone who can't see you?</p> <ul style="list-style-type: none"> Bell or a loud voice. 	<p>Responses from small group think/pair/share.</p>
15 mins	<p>Equipment Road hazards worksheets</p> <p>Safety N/A</p>	<p>Road hazards worksheet</p> <p>Hand out worksheet for completion. The worksheet is focused on a few key hazard scenarios, with the additional focus being on how to avoid the hazards before they become dangerous.</p> <p>Modifications</p> <p>If needed, reduce the number of scenarios needed to be completed or hazards to be identified.</p> <p>Progressions</p> <ul style="list-style-type: none"> Students may add their own scenarios and ways to avoid them. Students may wish to draw their own scenario. 	<p>Key understandings are:</p> <ul style="list-style-type: none"> Identifying hazards and potential hazards. Appropriate reactions to hazards. <p>Key questions</p> <p>What are the best ways to avoid a hazard?</p>	<p>Completed hazard worksheet.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p>Equipment Blank hazard scene worksheets</p> <p>Safety N/A</p>	<p>Blank hazard scene worksheet</p> <ul style="list-style-type: none"> 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>Which hazards do we have outside this school? How are we able to avoid or reduce the risk of these?</p>	<p>Completed worksheets.</p>
Extra	<p>Equipment Bikes and helmets.</p> <p>Safety N/A</p>	<p>Activity Bike riding game</p> <p>Some teachers have found it useful to include an on-bike session at the end of this classroom based theory lesson. Feel free to select from the list of bike games if you would like to include a cycling component.</p>	<p>Hazard awareness. The importance of scanning within the activity.</p> <p>Key questions How are you using your knowledge of hazards in this game?</p>	
5 mins		<p>Feedback</p> <p>Provide feedback on worksheet, including the hazard scenarios. Ask some students to provide their own hazard scenarios from the worksheet. Thumbs up/down/sideways: Do you feel like you know how to identify and avoid hazards when you're riding?</p>		<p>Thumbs up/down/sideways.</p> <p>Responses to questions.</p>



