

Year Level: **Years 5 and 6**

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

Lesson 9: **Planning to avoid hazards**

Date:



### Lesson approach

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

### Curriculum links

Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate (VCGGC089)

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

To be able to identify potential road hazards and road environments online.

To be able to plan a trip to avoid or minimise hazards.

To be more familiar with the upcoming community ride route.

#### Success criteria

Can identify road hazards from videos and pictures.

Can identify dangerous intersections and road environments using online tools.

Can use online resources to develop strategies to manage road hazards.

### Equipment

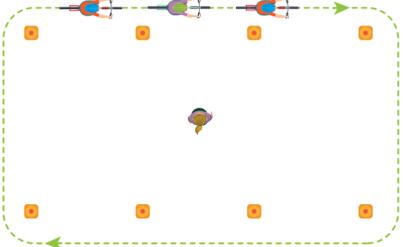
Workbook, worksheets, video projector, maps, computers.

Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b> Workbook and pen.</p> <p><b>Safety</b> N/A</p>	<p><b>Tuning in activity</b> <b>Observations from on-road ride (Think/pair/share)</b></p> <p>Brief recap of the ride that students did previously.</p> <p>Students write down five different hazards that they saw whilst they were on the recent ride.</p> <ul style="list-style-type: none"> <li>For each hazard, describe how it is hazardous and how you negotiated it safely.</li> </ul> <p>Compare this list with the student next to you. Pick one of the items from your list and share it with the class, including how you safely negotiated it.</p>	<p>What types of hazards were there?</p> <ul style="list-style-type: none"> <li>Cars, intersections, parked cars, pedestrians, slippery surfaces, loose stones etc.</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.
10 mins	<p><b>Equipment</b> Printed maps</p> <p><b>Safety</b> N/A</p>	<p><b>Proposed route: hazard planning</b></p> <ul style="list-style-type: none"> <li>Hand out the map of the route we will be riding for the class ride.</li> <li>The maps will have screenshots attached for the key intersections and typical scenes during the ride.</li> <li>Plot the ride on Google Maps and display this for the class.</li> <li>Have the students note the main intersections that they will be passing through. With a discussion for each key intersection.</li> <li>Students should note the key hazards they think they will find at these key locations and mark them on their maps.</li> </ul>	<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><b>Key questions</b></p> <p>What are the best ways to avoid a hazard?</p> <p>Do you know these roads and intersections?</p> <p>Can you think of any hazards when you have walked or driven down these roads before?</p>	Maps and handouts completed with key intersection and hazard information.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
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 intersections and 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 no IT is available, 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> </ul> <p>The criteria should be:</p> <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> <p>Plot the ride on a fresh map. Provide a justification for the ride that addresses the key criteria.</p>	<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>Intersection rankings and feedback.</p> <p>Alternative routes with plotted maps and justifications.</p>
15 mins	<p><b>Equipment</b></p> <p>Hazard perception worksheets</p> <p>video projector</p> <p><b>Safety</b></p> <p>N/A</p>	<p><b>Road hazards story worksheet</b></p> <p>Hand out the worksheet, where students will need to identify common hazards in a road scene.</p> <p>They will take these hazards and create a story of a hypothetical ride where they encounter these hazards.</p>	<p>One of the best ways to react to hazards is if you've already imagined them. This means that you can already have a plan and then simply enact it when you encounter the hazard in real life.</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>	<p>Worksheet on hazards.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
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 can) get the kids out of the classroom and onto their bikes, then do some practice 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>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 doing the head-check. 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 any 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>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>Safe!</li> </ul>	
5 mins	<p><b>Equipment</b> N/A</p>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Return computers and clean up.</li> <li>Thumbs up/down/sideways: Are you confident negotiating the hazards we will be seeing on the class ride?</li> <li>Thumbs up/down/sideways: Are you looking forward to the class ride.</li> </ul>	<p>What are the most important things to look for when selecting a route to ride?</p> <p>Why should we look to check our route online before we go for a ride?</p>	<p>Thumbs up/down/sideways. Response to teacher questions.</p>



