

# **CYCLE RIGHT Trainer/Teacher Classroom Exercises**

As a general guide, websites such as An Taisce Green Schools and the RSA (education section) have exercises which go to support the road safety education of **CYCLE RIGHT**.

## **1. Signs and Their Meanings**

For this exercise a variety of common road signs and explanations of these (see [www.cycleright.ie](http://www.cycleright.ie) resources) should be handed out to a group divided into four teams. Each group should have approximately three signs and three definitions of other signs. A member of a group should be asked to hold up/place a sign on the board and everyone else should be asked to examine the definitions they have to find the correct one, which will then be held up/ placed on the board with the corresponding sign. This process will continue until all signs and definitions have been matched correctly.

This exercise can also be complemented by an artwork homework to colour in a sheet of sign outlines, and to explain the significance of colour in signs, reflecting participants' knowledge of signs as part of the language of the road.

## **2. Four Questions**

This exercise can apply to a variety of topics which are covered in the teacher's version of the CYCLE RIGHT manual, such as;

- Speed – how do you physically identify speed, what factors affect safe speed, how can you control speed, what are the dangers of speed
- Signs and crossings – give examples of yellow and black signs, give examples of signs with red on them, list road crossings you know, list other colour road signs and their meanings

Participants are divided into four teams, given one of four coloured markers and are assigned to a question sheet for one minute to add as much as they can to that sheet. Participants should be encouraged to write clearly as others will be reading out their answers. On the one-minute signal they must move to the next question sheet.

Each time a team moves they must try to add to the answers already on the question sheets, but should not duplicate answers, usually making it harder to come with answers after each move and also ensuring they read the answers already there.

At the end of the answer phase, each team (or teacher) should nominate a team member to read out the combined answers on the sheet they are at to the rest of the group with a discussion taking place between the whole group on each topic.

## **3. Pin the Part on the Bicycle**

This exercise will require projecting the CYCLE RIGHT M-Check poster blank and sticking a set of laminated caption cards of the various bike parts (made up from the CYCLE RIGHT M-check poster) with blutack to the blanks. Participants should be divided into pairs and each

pair should be given a caption card (or asked to pick from a hat etc.). In turn one of each pair should be asked to go and place their caption on the diagram matched to the relevant part.

Once all captions are placed, the other team member should be asked to go to the board and asked to collect a caption card (different from the one placed by their partner).

The exercise can be repeated for a number of rounds or perhaps weekly until it is clear participants can identify all parts on the bike.

The exercise can also form the basis for group discussion on the function of parts on the bike, or a complementary homework question on how a bike works, which brake to pull first etc.