CYCLE RIGHT Classroom Project for Teachers

AIMS AND OUTCOMES

The aim of this project is to support those participating in, or having completed, CYCLE RIGHT Stage One training for cycling journeys, by engaging them in classroom-based project work which complements the aims and outcomes of the core CYCLE RIGHT programme.

DELIVERY METHOD

Maths

The project will be largely academic/theoretical in approach, though exploratory phases such as route planning and identification may take place in the vicinity of the school.

COMPLEMENTARY SCHOOL SUBJECTS

Geography	-	Local, routing, map reading and map drawing		
P/E	-	The physical benefits of cycling to health		

- Science How the bike works
 - How helmets protect
 - Weather forecasts
 - Calculating time and distance

SPHE - Recognising and assessing risks on the road network and formulating strategies to mitigate these risks and reach a destination safely

By the conclusion of the project participants will be able to:

- Collect and record evidence.
- Examine that evidence from the differing perspectives of a number of curriculum subjects.
- Illustrate findings as plans and maps at a range of scales.
- Use apps maps and weather to assist in planning safe journeys.
- Present all information gathered as a team-worked multi-media project which will incorporate elements such as a magazine/newspaper, vox-pop feature and/or perhaps a dramatized piece to be presented to other class groupings.
- List the components of an effective pre-journey check.
- Describe the steps to an effective helmet check and state the importance of this to safety.
- Describe the steps to an effective clothing check and state the importance of this to safety.
- Outline the stages in an effective "M" bike check and state the importance of this to safety.
- Relate the key areas of assessment in the conditions check and state the importance of this check to safety.
- State the importance of letting others know your route.

PROJECT STEPS

Introduction

The project could be started by having a regular cyclist describe their journey to school. How long does the journey take them? Are there any places where they have to be especially careful? Other starting topics include

- 1. Cycling with my family
- 2. Places I cycle (to sport or dance practice etc., for grocery shopping)
- 3. People I cycle with (friends, clubmates, organised cycles)
- 4. My favourite type of cycling (mountainbiking, bmxing etc.)

These topics will give a group the opportunity to see how much a part of everyday life cycling is, for getting around and for fun and pleasure.

A complementary homework exercise to write a piece on one of these aspects can be assigned.

Follow-up

- 1. Divide the group into 5 subgroups and ask each group to talk between themselves for 30 seconds to come up with a list of the ways to prepare for a journey.
- 2. Make a whiteboard list and ask each group to contribute one area of preparation needed. They must come up with a different area from those already listed. By the end of this process the list should contain helmet check, clothes check, "M" bike check, conditions check, route plan
- 3. Next, each subgroup should be assigned a topic other than the one they contributed and everyone should be given 2 minutes to work with their group to come up with details around their assigned area.
- 4. Each group should select, or teacher should nominate, an individual to present that topic to the whole class.

Group or individual activities

Plan the Route works as a crossover activity with a geography lesson.

- The challenge for pupils is to work out the easiest and safest cycling route to school.
- Pupils may download and print a map which shows the area between their house and the school.
- If a group of students are working together, they will need to be clustered according to living proximity so that the same route applies generally.
- They can then mark up their route, noting landmarks and hazards and street furniture.

• Ask the pupils to carry out a survey of the area in the immediate area of the school. If at all possible the whole group could go on a walk along this route and take photographs of key decision areas (junctions, crossings, bike facilities, lighting etc.) to bring back to the classroom for discussion.

- Get half the group to think about the following:
 - How safe is the area around the school in terms of traffic? Would the cyclist have to cross a busy road for example?
 - Are there any potentially tricky kerbs or hazardous items of street furniture?
 - Are there any parked cars which might obstruct the cyclist's view?
- Get the other half to find out about the facilities on the school site for cyclists:
 - Do cyclists and walkers share the same entrance onto the school grounds?
 - Are there enough cycle racks?
 - Are these protected from the rain?
 - How many bikes can be stored there?
 - Can they be locked securely?
 - Are cycle helmets to be stored here or elsewhere?

The groups can write up their findings in a report for the school website which would be useful to pupils who cycle to school.

Parallel Activities

Maths Crossover - how long might it take to cycle various routes? This will involve exploring different ways to get from one point to another, measuring distances, calculating duration at various

speeds (multiplication) and will also need to factor in stoppage time for various crossings and junctions.

SPHE Crossover - list the advantages to cycling? Are there any disadvantages? How can these be overcome? How does cycling benefit health? How does cycling benefit the environment?

Language Crossover – Bicycle Treasure Hunt. A series of flashcards are placed strategically round the school, inside and/or outside. Each is a photograph of a type of bike – pupils must identify the bike and record the nominated letters. If all bikes are correctly identified and the nominated letters are unscrambled, they will give a cycling term. All correct entries go into a draw for a prize (bike bell, bike trouser clips, hi-viz bands etc.). As an alternative, the exercise can be done in another language such as Irish.

Picture 1	BMX	Letter 1		
Picture 2	Penny Farth i ng	Letter 11		
Picture 3	C argo Bike	Letter 1		
Picture 4	Unic y cle	Letter 5		
Picture 5	Ra c ing Bike	Letter 3		
Picture 6	Tricyc l e	Letter 7		
Picture 7	Mountain Bik e	Last letter	ANSWER	BICYCLE

The Bicycle Treasure Hunt can be followed by a discussion on the different types of bikes, where they might be good to cycle and why, which would be better for long journeys, for going up hills, for making tight turns and why? Which would be the most stable or unstable and why?

Art and Science crossover – Making bike rattles. Using a box of playing cards, lollypop sticks and pull ties, use two sticks to hold two cards between them and use the pull ties to attach the sticks to the bike frame at the wheel, so that the cards extend into the spoke area and as the wheel rotates when cycling, a rattle noise is made.

Other Activities

Poster design class – the object to come up with a design and slogan to promote the health or environmental benefits of cycling.

VOX Pop – Children to be assigned as teams of roving reporters to go round at break time and gather opinions around school and to write these up as a report for the school website.

Produce a Magazine – Children should work together in teams to research different cycling topics, draw together information and write up as articles all to be combined as a magazine for the school website.

Bike Hero – using Batman, Superman etc. children should be asked to draw their own bike hero, considering what costume the superhero might wear (remembering the importance of safe clothing etc.!) and what vehicle they might use to get to the scene of the crime!