

# Lesson plan

## Know your area



### Curriculum links

#### PSHE

Pupils should be taught:

- 3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.

#### Geography

Pupils should be taught:

- 2c. to use atlases and globes, and maps and plans at a range of scales  
2e. to draw plans and maps at a range of scales.

### Objectives

Pupils should be given the opportunity:

- to recognise the risks in different situations and to decide how to behave responsibly, including safe road use
- to take responsibility for identifying safe, healthy and sustainable means of travel when planning their journey to school
- to practise making real choices and decisions
- to collect and record evidence
- to draw plans and maps at a range of scales.

### Whole class introduction

Start this lesson by inviting a keen cyclist to describe their journey to school. How long does the journey take them? Are there any places where they have to take special care? If possible, ask them before the lesson to take some digital photos of their route to show the pupils as they describe their journey. Or, if possible, show a large map of the school and the surrounding area and ask the pupils to point out the route they take.

### Bikeability action point

**Being properly prepared for any cycling trip is important and there are quite a few things to remember.**

Ask the pupils to think of as many ways as possible to prepare for the journey and note down their ideas. Here are some to start you off. Talk about the reasons behind each of these points.

- Always check that your bike is roadworthy (find out more in the 'Know your bike' section).
- If you wear a helmet make sure that it fits properly.
- Wear reflective jackets and/or bands.

- Make sure that shoelaces are tied and not hanging down.
- Use a pannier to carry luggage or a small rucksack with straps over both shoulders.
- Plan your safe route to school. Where can you use designated cycle-ways and quiet roads?
- Tell your parents/carers which route you are taking.
- Choose routes that are well lit.
- Make sure that you are fully prepared by taking part in the Bikeability training scheme.

## Group and individual activities

Invite the pupils to play the interactive game **Find the best route**. Follow this up by challenging them to work out the easiest and safest cycling route to school. You may want the pupils to download and print a map which shows the area between their house and the school. They can then mark up their route, noting landmarks and hazards.

Ask the pupils to carry out a **survey** of the area in the immediate area of the school. If at all possible arrange for the pupils to go out of the classroom and see for themselves. You may be able to go as a class or arrange for the pupils to go in a small group.

### Get them 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?

Another group could find out about the **facilities on the school site for cyclists**.

- Are there sufficient cycle racks?
- Are these secure and covered from the rain?
- How many bikes are there today?
- Are they all locked securely?
- Where do the pupils keep their cycle helmets?
- Is there a separate entrance onto the school grounds for bikes?
- Are there any wet weather changing facilities in the school?

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

## Plenary

Ask students to describe a potential cycle route to school. How long do they think it would take them? What do they see as being the main advantages to cycling? Are there any disadvantages? How could these be overcome?

If there is time, ask the survey groups to report back on their research. Have they found anything which they think needs to be changed?

Activity sheets 5 and 6 can be used as an extension activity, homework or as part of this lesson to reinforce learning.

## **Extension activity**

Do any of the pupils know about 'The Knowledge'?

London taxi drivers have to know their way around the maze of London streets before they are able to take passengers. How well do the pupils know their way around their local area?

Ask them to work with a partner and give each pair a map which shows the local streets. Ask them to set each other cycle route challenges.

For example: 'Which is the safest and easiest way to cycle from New Road to the High Street?' As the pupils become more familiar with the area they may be able to describe a route from memory.

## **Bikeability action point**

- To prepare the pupils for cycling in their neighbourhood challenge them to a cycling treasure hunt. Can they take digital photos, and/or mark on a map the position of any nearby cycling paths or cycling signs? Who can collect the most evidence?
- Use the results of the pupil's survey in a real context and campaign on the issues they discover. For example, a great way to promote cycling in your school is to make sure that storage facilities are in place.

# Lesson plan

## Benefits of cycling



### Objectives

#### PE strand 4 – Health and Fitness

Pupils should be given the opportunity to learn:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities
- c. why physical activity is good for their health and well-being.

#### PSHE

Pupils should be given the opportunity to learn:

- 1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

### Whole class introduction

To stimulate the children's interest, show them the pictures on the opening screens and have a whole class discussion using the ideas in 'Discussion' as a starting point.

Alternatively, you could introduce the children to the **Top trumps** game as a class before inviting the children to take turns to play it in pairs or groups.

- Ask the class how many of them own a bike, how many of them cycle regularly and what they think the best thing about cycling is.
- Make a class list of all the good things about cycling. For example, it's a good form of exercise, it's environmentally friendly, it's fun.

### Group and individual activities

- Create a leaflet or poster to promote cycling for people of all ages. See the 'Design corner' section.
- Challenge the children to think up a catchy slogan about how cycling keeps us and the environment in good health.
- Have a debate about the benefits of cycling. Children take turns to sit in the 'hot seat' and state why they think children of their age should be encouraged to cycle more. The rest of the class/group asks the person in the hot seat some challenging questions.
- Refer to activity sheets 1 and 2.

### Plenary

- Create a leaflet or poster to promote cycling for people of all ages. See the 'Design corner' section.
- What ideas do they have for encouraging more children to cycle?

## **Extension activity**

What might a cycling superhero be like? Can the children make a list or an annotated drawing of the personal qualities such a hero might have (stamina, fitness, cheerfulness, someone who likes to arrive on time etc)?

## **Bikeability action point**

- Challenge the children to find out one thing they would have to achieve as part of 'Bikeability level 1'. They could draw a poster illustrating the skill.