

**Class:** Year 5

**Subject:** Road and In-Car Safety (Cycle Safety)

**National Curriculum Reference:** PSHE: 1a, 2a, 2b, 2e, 3a, 3e, 3f; English 1: 1c, 1e, 2a, 2b, 2e, 3a, 3d, 4a, 4b, 4c; En3: 1a-e, 9a, 9c:

**Learning Objective:**

- Children to understand what constitutes appropriate behaviour for cyclists and how to be as safe as possible on a bike.
- Children to know the importance of high visibility clothing, wearing a cycle helmet, using lights at night, and keeping their bicycle in good working order.

**Success Criteria:**

- Children should be able to explain and discuss why taking responsibility for their own cycle safety on the road is important.
- Children should know the importance of high visibility clothing, wearing a cycle helmet, using lights when it is dark; and keeping their cycle in good working order.

**Introduction:**

Ask the children to think of reasons why people like cycling. Share suggestions with the whole class e.g. getting around, exercise, fun, green travel.

**Teacher Led Activity 1:**

Explain to the children that as well as there being many positive things about cycling, there are also problems including serious accidents. As well as similar problems you could get with being a pedestrian, as a cyclist you could get hurt by riding too fast, doing tricks or just playing. It is important that children treat bikes as vehicles, not toys. Cyclists have to obey the law and follow the Highway Code like other road users so that they are safe and clearly seen. Cyclists need to be aware before they set off that...

- They have lights and they are in good working order.
- Their clothes can't get caught in the bike wheels, gears or the chain.
- They must always wear a cycle helmet.
- They have brakes that work correctly.
- They always wear bright or fluorescent clothing in daylight and at dusk. At night they must wear something reflective.
- They make sure that their bike is the correct size for them.

**Independent Activity 1:**

Provide children with a picture of a cyclist on a bike.

- Ask the children to identify the things that are wrong with the rider and the bike that would affect his/her safety.
- Share the answers with the whole class and address any misconceptions.

**Teacher Led Activity 2:**

Reinforce to the children that cyclists have to obey laws and follow the Highway Code. Once they have checked that they have the correct clothing on and that their bike is safe to use they can now go on their journey. However, for their own safety and of other road users they must...

- Not ride on pavements unless there are special signs allowing you to do so.
- Keep looking around at all times.
- When turning left or right give a clear arm signal indicating what they intend to do.
- Give right of way to pedestrians who are crossing the road.
- Always keep both hands on the handlebar unless you are signalling.
- Never hold on to another vehicle or cyclist.
- Never carry a passenger on their bike.
- Watch out for traffic doing unexpected things.
- Ride one behind each other.
- Never wear a personal stereo or use a mobile phone when riding.

**Schools' Safety Challenge**

In partnership with:

**FireAngel®**



Prevention Protection Response

Making West Midlands Safer

WEST MIDLANDS FIRE SERVICE

www.wmfs.net

**DANGER**

- Be aware of parked cars and the possibility that the doors could open in front of you.
- Always look out for traffic coming towards you.
- Ride on the left far enough from the edge of the road to avoid drains and gutters.
- If it is safer get off your bike and walk.
- Obey traffic lights and road signs.

At this point you could show the children a number of road signs and ask them to identify what they mean.

### Independent Activity 2:

Provide the children with a picture of a street scene.

- Working in pairs, ask the children to spot the potential hazards that the cyclist should be prepared for.
- What could go wrong?
- Share the answers with the whole class.

### Teacher Led Activity 3:

Explain to the children that hazard spotting is something cyclists should do before each journey.

Cyclists should:

- Think ahead to work out where things might be difficult.
- Decide what they could do about the risks.
- Preferably plan a route where most of the risks/hazards have been avoided.

### Independent Activity 3:

Provide children with a map of the local area.

- Ask the children to point out the main features, including buildings, park, road markings, junctions and roundabouts.
- Ask the children to work out routes from the cyclist's home to school, park or shop.
- Highlight where junctions or roundabouts have to be negotiated.
- Discuss other possible hazards such as turning right at junctions.
- Point out that cyclists can dismount and walk across the road safely at difficult junctions.
- Can they use crossings such as zebra or pelican?
- Identify other possible risks/hazards such as children running, congestion, and pedestrians.

### Plenary/Review:

- Ask children to think about one important thing they have learned about safe cycling that they didn't know before.
- Working in pairs or small groups, ask the children to tell each other the important thing they have learned.
- Share a few examples with the whole class.

### Resources:

- IWB/Flip Chart/White Board
- Sticky notes
- Paper
- Copy of Highway Code
- Image of Cyclist and bicycle
- Highlighters/Pens
- Images of road signs involving cyclists.
- Image of a local street scene.
- Images of hazards
- Map of the local area

## Schools' Safety Challenge

In partnership with:

**FireAngel**<sup>®</sup>

