

PROJECT 4: Road Safety (PART 1)

LEARNING INTENTIONS

We are learning:

- » About the road rules for cyclists in the ACT
- » What to do at a road crossing
- » To navigate intersections in the local area

SUCCESS CRITERIA

- » I can understand the basic road rules for cyclists in the ACT
- » I can safely perform a hook turn
- » I can ride safely and give way on a roundabout
- » I can keep myself safe when riding through road intersections

AUSTRALIAN CURRICULUM LINKS

- » Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
- » Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01)
- » Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)
- » Investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation (AC9HP8M08)

EQUIPMENT AND PREPARATION

- Bikes
- Helmets
- Cones, markers, chalk, road signs

TUNING IN

- » Cyclists are able to ride on most roads in the ACT. Cyclists are very vulnerable in traffic as they have little protection in the event of a collision and need to stay alert and be aware of their surroundings.
- » In this lesson we will be simulating the road environment similar to the conditions in the local area of the school. Students will be expected to demonstrate an understanding of the road rules for cyclists.
- » Ask students to download from website and complete Quick Quiz 7.
- » Watch the short video Road Rules for Cyclists <https://www.youtube.com/watch?v=xoVILiLGBtY>
- » Conduct a class discussion around road rules for ACT cyclists as per the current ACT Road Rules Handbook https://www.accesscanberra.act.gov.au/_data/assets/pdf_file/0019/2228311/2019-Road-Rules-Handbook.pdf
- » Learn more about ACT Road Safety <https://www.cityservices.act.gov.au/roads-and-paths/road-safety>

SKILL DEVELOPMENT

Teacher explanation of:

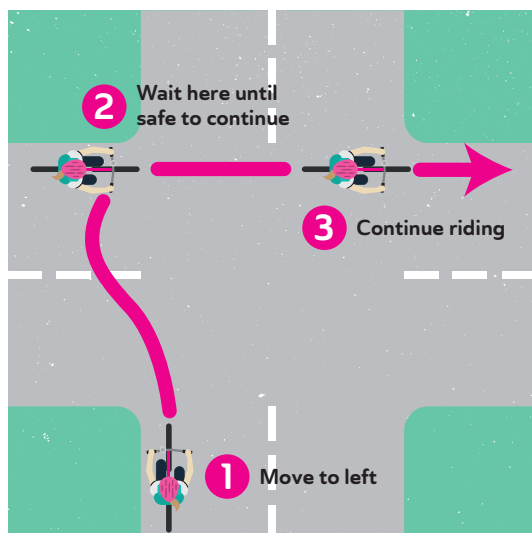
- » Risks and the potential for harm when cycling on the road
- » Performing a hook turn
- » How to ride safely and give way on a roundabout
- » Passing cars that are parked parallel to the curb

Hook turn instructions

A hook turn is a right turn that you complete in 2 stages. It is a safer alternative for turning when you would otherwise have to merge with moving traffic and/or cross multiple lanes of traffic. You can also use the same technique to complete a right turn through a multiple lane roundabout.

To make a hook turn:

- » Approach and enter the intersection from as near as possible to the far left side of the road that you are leaving.
- » Move forward:
 - » keeping as near as possible to the far left side of the intersection
 - » keeping clear of any marked foot crossings
 - » keeping clear, as far as practicable, of any driver turning left from the left of the intersection
 - » until you are as near as practicable to the far side of the road that you are entering
- » If there are traffic lights at the intersection, remain at the position reached under step 2 until you have given way to approaching drivers on the road that you are leaving.
- » If there are no traffic lights at the intersection, remain at the position reached under step 2 until you have given way to approaching drivers on the road that you are leaving.
- » Turn right in the road that you are entering.



SAFETY FIRST

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First Worksheet.

ACTIVITY 1: HOOK TURN PRACTICE

Simulate an intersection as per the hook turn diagram using markers on a large open space.

Students complete a right turn through the intersection, performing the correct technique for a hook turn.

After the hook turn, riders circle around the outside to re-enter the intersection to complete another hook turn or ride straight through.

Students will need to watch out for other riders to safely complete the hook turn. Students waiting to complete the second stage of the hook turn must give way to other users already in the intersection.

As an extension to this activity, ask a helper to simulate traffic lights by directing traffic when to stop and go from the centre of the intersection.

ACTIVITY 2: ROUNDABOUT PRACTICE

This aim of this activity is to develop skills to negotiate roundabouts, how to position yourself for maximum visibility to traffic, to check for hazards from behind, to hand signal and make your intentions clear to road users.

Set up a simulation of a roundabout with witches hats and chalk.

Students approach the roundabout, perform a rear head check, hand signal their turning directions (on and off the roundabout), and claim their lane if turning right. Claiming the lane is important to avoid a driver dangerously cutting you off as they exit the roundabout across your direction of travel.

Discuss with students the importance of hand signals and making eye contact with drivers. The hazards from roundabouts greatly increase with the road speed limit and the inclusion of multiple lanes.

Students continuously enter and exit the roundabout and then circle around the outside to re-enter the roundabout at a new entry point.

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ACTIVITY 3: ROAD SIMULATION

Emphasise core cycling skills learnt in previous lessons to students and that this activity is to be performed at a moderate speed.

Students focus on demonstrating bike control and compliance with the road rules.

Simulate some of the intersections in the local area around you school using markers and chalk in a large, flat and open space.

Use road signs and signals for each of your intersections. Road signs and signals may include:

- » Give way
- » Stop
- » Red light
- » Green light
- » Amber light
- » School zone
- » No left turn
- » No overtaking or passing

Divide students in to 3 groups:

- » Cyclists wearing yellow bibs or lanyards
- » Drivers wearing blue bibs or lanyards
- » Students holding road signs and signals

When your course is designed and ready, cyclists and drivers begin to move through the road simulation. Cyclists must ensure they follow the road rules and that they indicate when they are turning left, right or stopping.

Students holding the signs must police the road rules. If they identify a cyclist not obeying the rules they can penalise them cyclist by asking them to ride to a marker further away.

Partners can be used as observers or pedestrians - be as creative as you like! Then swap roles.

REFLECTION

Review the ACT road rules.

ASK STUDENTS:

- » To explain to a partner what to do at the different road signs and signals
- » Are there any questions you have about cyclists and the road rules in the ACT?



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PROJECT 4: Road Safety (PART 2)

LEARNING INTENTIONS

We are learning to:

- » Identify hazards in the local area around the school
- » Explain how to minimise the risk if faced with a hazard
- » Discuss what to do if faced with other risks

SUCCESS CRITERIA

- » I can identify hazards and risks in the area surrounding my school
- » I can identify solutions when faced with a hazard or risk

EQUIPMENT AND PREPARATION

- Bikes
- Helmets
- Hazards PowerPoint
- Imagined Safety PowerPoint

Complete Operational Risk Register and follow all policies and procedures relevant to your school for taking students cycling ofsite

TUNING IN

In this lesson we will be riding around the local area of the school to identify and discuss hazards and risks on the footpath. For today's lesson it is important to be aware of other pedestrians and road users. Students should never cross a road without their teacher's permission.

Students must also be aware of the following rules for cyclists in the ACT. When riding on a footpath or shared path in the ACT the rider must:

- » Keep to the left of the footpath or shared path
- » Give way to any pedestrian on the footpath or shared path
- » Slow down around pedestrians and warn of their approach by using their bell or voice

SKILL DEVELOPMENT

Teacher explanation of:

- » A hazard is a source of harm
- » A risk is the potential for harm
- » Protective behaviours are actions you can take to reduce the risk to you and others



Practical task

As a class discuss where you might find hazards and what the risks may be to the cyclist. Use the Hazards PowerPoint slides available from the website to assist with the discussion.

Hazards may include:

- » Dirt on the path
- » Blind corner
- » Road crossing
- » Footpath intersection
- » Pedestrians
- » Other cyclists
- » Driveway intersecting the footpath
- » Damaged footpaths
- » Steep sloping footpaths

Excursion instructions:

- » Explain to the students that they should never proceed further than the checkpoints identified by the teacher
- » Students must ride with a buddy during the excursion and look after their partner
- » Students should never cross a road without teacher permission

ACTIVITY 1: IDENTIFYING HAZARDS

Take students on a ride around the local area near the school.

Locate hazards in your area and when at each of the hazards take a photo, discuss the risks, who is at risk and protective behaviours that you could undertake to stay safe.

Photos from this activity could be printed and put up in a prominent place in the classroom or uploaded to a virtual learning space like Google classroom. Ask students to write on the photos a description of:

- » The hazard
- » The risk
- » Protective behaviours that they could use

ACTIVITY 2: IMAGINED SAFETY

Review the Imagined Safety PowerPoint.

Discuss with students the concept of imagined safety (perceived safety)

Ask students to recount near misses and past experiences. Discuss what contributed to danger in this situation, identify the hazard, what harm could have come and what protective behaviour students could have done to be safer.

SAFETY FIRST

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First Worksheet.

REFLECTION

Review the terms hazard, risk and protective behaviours.

ASK STUDENTS:

- » What were the most significant hazards and risk we observed today?
- » Can you think of a hazard or risk on the footpaths near your house? How would you overcome this risk?
- » To think of a short scenario that involves hazards/risks and cycling on footpaths. In pairs, their partner explains how they would minimise the risk in this scenario.
- » To download from the website and complete Quick Quiz 8.

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