

# MODULE 3: Cyclists



## EDUCATOR RESOURCE



Students learn how to stay safe when cycling. Students are introduced to a range of regulations and expectations that improve road safety. They learn strategies such as scanning the road, checking bicycles are roadworthy and wearing highly visible clothing. At the end of the module, students will have a better understanding of the hazards faced by cyclists and how to use the road more safely.

### MODULE OUTCOMES:

At the end of this module, it is intended that students will be able to:

- identify laws and general expectations specific to cyclists
- recognise the importance of wearing a helmet, using lights and choosing visible clothing
- demonstrate an awareness of the correct way to signal and keep a safe distance from the vehicle in front when riding on the road

### GUIDED DISCUSSION QUESTIONS:

- Who rides a bicycle? Is it for transport or recreation? Does this affect your safety differently? How?
- Is your bicycle roadworthy? When was the last time you checked? What would you check?
- Who is responsible for your safety on a bicycle? How about manufacturers and policy makers? How do they affect your safety?
- What steps can you take to improve your safety on a bicycle, even before you ride?
- How about the clothing you choose? Have you ever considered this? Why/Why not?

### LEARNING ACTIVITY:

Create a new community website blog entry or newsletter that promotes the use of a natural setting within the local community for cycling. Use the worksheet to plan a welcome message, tips to stay safe when cycling, a checklist for a roadworthy bicycle, regulations for cyclists and great parks for bikes.

### AUSTRALIAN CURRICULUM LINKS:

#### Year 9 Content Description

**Learning Area:** Health and Physical Education

**Strand:** Personal, Social and Community Health

**Sub-strand:** Contributing to healthy and active communities

**Learning Intention:** plan and evaluate new and creative interventions that promote their own and others' connections to community and natural and built environments (AC9HP10P10)

#### Year 9 Content Description

**Learning Area:** Digital Technologies

**Strand:** Knowledge and Understanding

**Sub-strand:** Generating and designing

**Learning intention:** create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings (AC9HG9S06)

#### Year 9 Content Description

**Learning Area:** English

**Strand:** Literacy

**Sub-strand:** Creating texts

**Learning intention:** design and prototype the user experience of a digital system (AC9TDI10P08)