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Let's go cycling

Strands

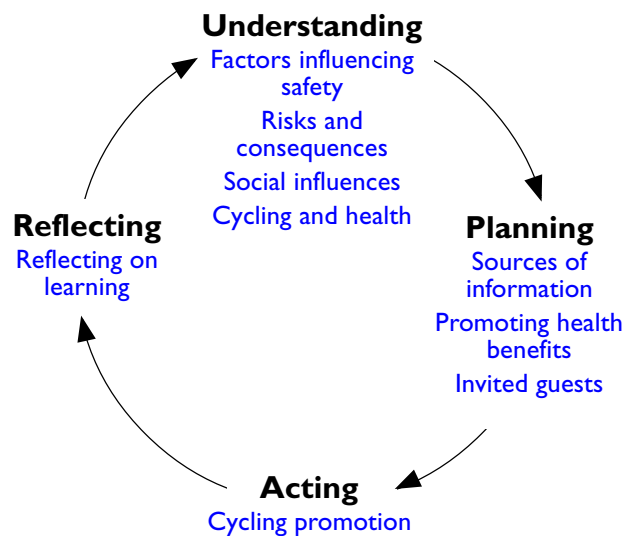
Promoting the Health of Individuals and Communities

Purpose

Students identify the consequences of taking risks when cycling, and the benefits of cycling for health. They analyse a scenario to identify a range of social factors that influence cycling behaviour, including their own and others' behaviours. They also develop and present a cycling promotion that advances the benefits of safe cycling and actions to take when responding to unsafe situations.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

Promoting the Health of Individuals and Communities

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health.
- 3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Core content

Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- factors influencing health, in particular physical activity and individual and group actions and behaviours;
- health-promoting behaviours of individuals and groups related to physical, social, emotional and spiritual wellbeing;
- behaviours that promote personal and group safety related to road and transport use;
- safe, unsafe and challenging behaviours in physical dares and risks.

Assessment strategy

Promoting the Health of Individuals and Communities 3.1

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students describe how their own and others' behaviours when cycling can impact on their health.**
 - Can the student identify behaviours that may impact on his or her own health or that of others?
 - Can the student identify instances of social pressures when cycling?
 - Can the student describe the influence of social pressure on own behaviour?
 - Can the student demonstrate an effective action to deal with social pressures?
 - Can the student assess the effectiveness of actions presented by peers?
- **Students propose individual or group actions in a cycling context, which can promote the dimensions of their health.**
 - Can the student propose how and why cycling in groups could promote different dimensions of health?
 - Can the student propose how and why cycling as an individual pursuit would promote different dimensions of health?

Promoting the Health of Individuals and Communities 3.3

- **Students identify potentially hazardous cycling situations and demonstrate actions to respond to unsafe and emergency situations.**
 - Can the student identify potentially hazardous situations that can occur when cycling alone and with peers?
 - Can the student identify links between cycling risks and potential consequences?
 - Can the student demonstrate actions that are appropriate in unsafe and emergency cycling situations?

Background information

The need to promote cycling safety

Children derive great enjoyment and satisfaction from cycling. It gives them an immense sense of pride and achievement when they become proficient in their cycling skills. However, cycling over the last five years has accounted for about 18 per cent of road deaths in children aged 10–14 years.*

Approximately 85 per cent of cycling accidents that involve children under 10 years are bike-alone crashes, with most of the injuries a result of an inability of the rider to steer or stabilise the bike, stopping unexpectedly or showing off (Shepherd 1988, 'Introduction'). Parental and community support is necessary to assist the development of knowledge, skills, values and attitudes that will evoke responsible behaviours while riding.

Children aged 8–14 years often find themselves in situations where there is pressure to indulge in risk-taking behaviour. Risk taking is normal behaviour for children and an essential part of their learning and personal development. Students, however, need to be aware of the reasons underlying their choice to engage in risky behaviour and realise they must take responsibility for the consequences of such behaviour. Raising students' awareness of the effects of risk-taking behaviour on themselves and others can encourage responsible behaviour. Likewise, providing opportunities to take part in activities that are fun and that challenge students can fulfil their need for risk taking.

This module aims to help children develop a range of strategies to deal with such situations so that they are better equipped to respond to pressure in positive ways, thus increasing their ability to be responsible for their own actions.

Dimensions of health

The following dimensions of health are covered in this module: physical, social, emotional and mental.

* Extracted from Australian Bureau of Statistics data by Queensland Council on Obstetric and Paediatric Morbidity and Mortality Perinatal Epidemiology Unit, Mater Hospital, South Brisbane (unpublished).

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

consequence	helmets	scenario
danger	knowledge	skill
decision making	peer pressure	social
dimensions	physical	spiritual
effectiveness	potential	strategies
emotional	promotion	unsafe behaviours
environmental factors	visibility	
hazardous	risk	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Let's go cycling'. Some safety issues that teachers should consider are:

- ensuring helmets approved by Standards Australia are worn by riders at all times;
- identifying and minimising potential risks associated with the riding surface and environment;
- inspecting bicycles to ensure they meet safety requirements;
- including on-road activities only under appropriate supervision, with first-aid equipment readily available and an emergency procedure plan in place.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- understand and demonstrate actions that promote safe cycling for themselves and their peers;
- identify school and community groups that support and enhance cycle safety.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Federal Office of Road Safety, Canberra:

- 1991, 'A Simple Guide to Bicycle Safety', pamphlet.
- 1996, *Bike Ed*, kit.

Queensland Transport, Brisbane:

- 1981, *Bike Ed*, kit.
- 1991, *ROADSAFE Years 4–5*, kit.
- 1995, 'Cyclists and Motorists: Partners in Safety', pamphlet.
- 1996, 'Protect Our Future Champions', pamphlet.
- 1997, *Road Traffic Crashes in Queensland*, Data Analysis Unit, Land Transport and Safety Division.
- 1998, 'Keep Your Head in a Helmet', pamphlet.
- 1999, *Road Safety: Get On It*.

Available URL: <http://www.roadsafety.net/> (accessed November 2000).

Shepherd, R. 1988, *Bike Ed: Instructors Manual*, Road Traffic Authority, Melbourne.

Stevenson, T. & Lennie, J. 1992, 'Empowering school students in developing strategies to increase bicycle helmet wearing', in *Health Education Research*, 7(4), pp. 555–6.

Organisation

Education Officer (Road Safety)
 Queensland Transport
 PO Box 673
 Fortitude Valley, Q 4006
 Tel: (07) 3253 4251
 Fax: (07) 3253 4211

Activities

Students prepare a 'cycle safety folio' in which to place samples of work.

Understanding

FACTORS INFLUENCING SAFETY

Identifying factors that influence safety

► Students consider factors that contribute to danger in various environments — for example, home, school, road, beach and rivers. Students discuss the K-L-U-E acronym and write it on a chart for display. Working in small groups they use the K-L-U-E acronym to identify and analyse accidents reported in newspapers.

Teaching consideration

Suggest to students that most accidents can be attributed to one or more of the following factors:

- K** — insufficient knowledge
- L** — lack of skill
- U** — unsafe behaviour
- E** — environmental factors

Encourage students to consider other factors that may have contributed to the accidents they identify — for example, mechanical failure.

► Students suggest how the K-L-U-E factors can impact on safety in other situations — for example, when holidaying, playing with friends, doing chores, bushwalking, using tools or other equipment.

► Students suggest how accidents can affect the health of people involved, as well as their family members. They develop a web diagram of people who are all influenced in some way by an accident situation.



RISKS AND CONSEQUENCES

Identifying potential risks and consequences in cycling

► In small groups students reflect on early cycling experiences. In terms of their safety, they list and discuss these experiences: learning to cycle, how potentially hazardous situations were overcome, who supported them when they were learning, how they were supported, and how this was important. Students write an individual recount of an early cycling experience that includes some of these considerations.

Focus questions could include:

- What can you recall about your early riding experiences — your feelings, skill level?
- Where did you learn to ride your bike?
- Who helped you to learn to ride a bike? Why did they want to help you?
- Why did you want to learn to ride — for enjoyment, to be like others?

Teaching considerations

Students will have varying levels of cycling experience, knowledge and skills. If students have not had any experience with cycling, encourage them to consider other activities — for example, skating, horse riding, surfing, fishing.

Ask students to share their experiences and then select a spokesperson to relate a summary of experiences to the class.

► Students, in small groups, recall cycling accidents or incidents they have experienced, witnessed or heard about. Groups nominate a spokesperson to relate one experience from the group. Students elaborate on:

- how the accident happened;
- who was involved;
- the consequences, if any — for example, injury, damage, emotional trauma;
- the contributing factors to the accident;
- how the accident could have been avoided.

Teaching consideration

Encourage students to apply the K-L-U-E factors to experiences as they are related by the groups' spokespersons. If 'unsafe cycling behaviours' were often the reason for accidents or incidents where friends, rather than parents or carers, were involved, encourage students to consider why these occurred.

SOCIAL INFLUENCES

Analysing a scenario to identify the behaviours that may impact on cycle safety



► Students analyse a scenario (see Resource Sheet 1) to identify influences, risks and potential consequences of unsafe behaviours on themselves or others when cycling. They identify social influences, such as peer pressure and the children's lack of awareness of environmental influences (for example, weather, terrain, time of day) to determine what made this scenario potentially dangerous.

Focus questions could include:

- Why did Connor decide to ride home on the road?
- Why was it important for her to keep up with the other riders?
- What could Connor's teammates have said to her friends the next day if she had decided not to ride with them? How would she have felt?
- Why did Connor ride with her helmet attached to the handlebars?
- Why would Sam be encouraging Connor to take risks on the road?

- When would have been the best time for Connor to decide to ride on the bike path?
- How could Connor have made the situation safer?
- How did the weather and time of day affect the situation?
- Why didn't the children notice these environmental factors?

Teaching consideration

Consider a writing activity where students recount or extend the scenario through a variety of genres and perspectives. For example:

- compiling a police report;
- writing a newspaper article;
- scripting a role-play where Connor explains the accident to her mum;
- writing a diary account of a meeting between Sam and Sam's mum at the hospital; or
- writing an account of the story from Sam's perspective.

Students may include writing samples in their cycle safety folios.



- ▶ Students apply the K-L-U-E analysis to the scenario (Resource Sheet 1). Using different colours for each of the K-L-U-E factors, the teacher circles words or phrases identified by the students on an enlarged copy of the scenario.

Teaching considerations

If specific words or phrases are not evident, ask students to interpret where the factors may be applied.

Suggestions may include:

- **K** (insufficient knowledge) — others had convinced her that riding on the road would be a quicker trip, Connor replied that she hadn't ridden on the road before;
 - **L** (lack of cycling skill) — Connor had only recently started cycling to and from school;
 - **U** (unsafe cycling behaviour) — she had promised her mother she would only use the bike path; Connor attached her helmet to the handlebars; the others began to ride faster and faster; Sam kept looking around; Sam turned to call out to Connor again;
 - **E** (environmental factors) — the weather was miserable; it was starting to get dark; it was becoming difficult to see because of the rain; the road surface was wet and slippery; the rain and the lights from the oncoming traffic made it difficult to see; a car suddenly appeared out of a driveway.
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- ▶ Students identify and discuss reasons for responding to peer pressure and engaging in risky behaviours.

Teaching consideration

Focus on other situations, such as jumping into a river during a flood, wagging school, and riding in a car without seatbelts secured.

Role-plays of these situations would assist students to identify the social influences that may be occurring.

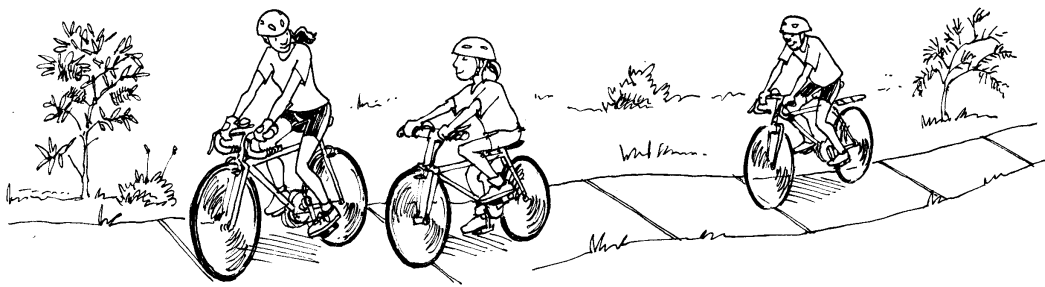
CYCLING AND HEALTH

Identifying how cycling benefits dimensions of our health

► Students identify the social benefits of participating in cycling. They draw or find pictures of people cycling with others, for example, with friends and family members, and suggest why people like to cycle in groups.

Teaching consideration

Prompt students to consider cycle clubs and the different ages of people who cycle.



► Students suggest how cycling improves the physical health and fitness of people. They relate experiences they have had or seen, which indicate that cyclists are trying to promote their health. Students discuss which other dimensions of health are enhanced by participation in cycling activities.

Teaching consideration

Other dimensions that students may identify include:

Emotional — positive feelings about self, self-esteem, sense of purpose in life;

Mental — capacity to think logically and reason clearly;

Social — ways of acting and behaving and our relationships with others.

Planning

SOURCES OF INFORMATION

Identifying sources for gathering information related to preventing cycling accidents, and promoting the health benefits of cycling

► Individually or in groups, students select a cycle safety issue for investigation. They may wish to choose an issue that has emanated from the cycle scenario K-L-U-E analysis. Students plan and develop a presentation that promotes cycle safety by addressing the issue they have chosen, and that also promotes the benefits of cycling in terms of at least one of the dimensions of health.

Teaching considerations

Encourage students to be creative in their presentations. Students may need help in deciding on an appropriate medium for promoting cycle safety. Consider a class brainstorming session to generate presentation ideas.

Suggest students submit a proposal for your consideration to ensure their ideas are achievable.

Students may consider:

- (a) an advertising campaign — posters, leaflets, brochures, songs, poems etc. promoting safe cycling and the benefits of cycling to health;
- (b) role-plays demonstrating:
 - strategies for dealing with peer pressures;
 - possible consequences of risk taking when cycling;
 - the effects of a changing environment when cycling;
 - the road environment from other people's perspectives;
 - the benefits of cycling to health;
- (c) science experiments:
 - testing reaction times;
 - testing stopping distances on various surfaces;
 - testing visibility using colours, lights and reflectors in light and dark conditions (see *ROADSAFE Years 4–5*, kit, Queensland Transport 1991, stimulus picture number 11 'After Dark' for further visibility activities);
- (d) writing articles for the school or class newsletter or to send to the local newspaper.

► Students compile a list of people, organisations, agencies and information sources where they may access information or advice about preventing cycling accidents and injury and about the benefits of cycling to health. They research and gather information from these sources for their cycling presentation.

Teaching considerations

Students are to consider what type of information would be required to address issues related to their cycling presentation. They then offer suggestions as to where appropriate information may be available. Students may consider:

- Queensland Transport (road safety consultants, customer service centres);
- Queensland Police Service (local police and police youth clubs);
- local bicycle clubs and bicycle education centres;
- school and local libraries;
- the Internet;
- local bicycle riders.

Consider establishing a central cycle safety display to which students can add to as they discover new and relevant information. Information may be displayed under the K-L-U-E analysis headings or general information headings.

PROMOTING HEALTH BENEFITS

Promoting the health benefits of cycling

► Students survey or interview parents, neighbours, teachers or peers to find out why they do or do not participate in cycling, the health benefits they believe cycling provides, and how they might become more involved in cycling. Students use the findings of their survey or interview in their cycling presentation.

Teaching consideration

Develop the survey form or interview questions as a whole-class activity.

INVITED GUESTS	Inviting guests to provide professional support and advice
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- ▶ Students invite a local bike shop proprietor to speak about the safety aspects of caring for and using a bicycle, and the health benefits of cycling. Before the presentation students prepare a list of questions to ask their guest.

Teaching considerations

The proprietor may be prepared to run a workshop on bicycle maintenance to which students bring their own bikes.

A bicycle check list is available in the *Bike Ed* kit (see ‘Support materials and references’ p. 5).

- ▶ With police and ambulance support, students develop cycling scenarios that are potentially hazardous. In a suitable area of the school or local surrounds the students demonstrate to the police officer the correct behaviours and actions to be taken in relation to these scenarios.

Teaching considerations

This activity should involve prior planning with the police, ambulance service and community members. Several scenarios could be created by students beforehand, similar to those Resource Sheet 1, for discussion and possible role-play.

Following student demonstrations, police officers can either confirm or discuss student actions. The ambulance officer can demonstrate appropriate actions to be taken should a person be injured in such situations.



Acting

CYCLING PROMOTION

Presenting a cycling promotion that advances safety and the health benefits of cycling

► Students and groups present their cycling promotions. Groups provide each other with constructive, written feedback on presentation and content.

Focus questions could include:

- What aspects of the promotions made them effective?
- Were there any promotions you found ineffective?
- What difference might the promotion make to the cycling scenario?

Teaching considerations

How feedback is recorded and reported should be negotiated with all groups.

Students initially should analyse promotions to identify promotional techniques, note safety messages and decide how the promotion related to health. Student reflections should be included in their 'cycle safety folio'. Students then work in groups to prepare the group response.

Consider inviting other classes, parents, crossing supervisors, administrative staff and community representatives to the presentations.

Encourage students to elaborate on targeted behaviours and suggested strategies to improve safety. The display could be enhanced by road signs and stimulus pictures from the *ROADSAFE Years 4–5* kit (Queensland Transport 1991).

Where appropriate, display promotions for the benefit of other students, families and school visitors.

Reflecting

REFLECTING ON LEARNING

Reflecting on the cycling promotion and the process of learning

► Students write a response to a fictional letter seeking help about cycle safety. As part of this response they present cycle safety information and offer suggestions to deal with social pressures.

Teaching considerations



Advise students that Connor (Resource Sheet 1) has been their pen pal for some time. The students have received a letter from Connor (Resource Sheet 2) and are to respond with some cycle safety information and a strategy for handling social pressures.

The response should be a summation of cycling information and strategies from the cycle safety unit, and should be included in students' cycle safety folio.

► Students write a paragraph explaining how they would personally benefit from participating in cycling, either individually or as part of a group.

► Students discuss what they enjoyed about the module. They consider the content, the process of learning, if they had sufficient opportunity to demonstrate the outcomes, and how the module could be improved. This feedback should be recorded by students and kept in their folio.

Connor's cycle experience



Read the following scenario and identify the risks Connor took when cycling with friends. Use the KLUE analysis to help you.

- K** — insufficient knowledge
- L** — lack of skill
- U** — unsafe behaviour
- E** — environmental factors

Connor had only recently started cycling to and from school and this afternoon was riding home late because of a hockey training session. The weather was miserable! It was starting to get dark and beginning to rain. Two of Connor's teammates asked her to ride along with them on the road.

Connor felt she should say no as she had promised her mother she would only use the bike path. The others convinced her, however, that riding on the road would be a quicker trip. When Connor replied that she hadn't ridden on the road before, Sam said she should just follow them. Connor attached her helmet to the handlebars, as the others had done, and set off.

The start of the ride was okay, but then the others began to ride faster and faster. Sam kept looking around and calling for Connor to keep up. The road surface was wet and slippery, and the rain and the lights from the oncoming traffic made it difficult to see. Connor wanted to slow down and finish the rest of the trip on the bike path, but she could imagine what the others might tell her friends at school the next day.

Sam turned to call out to Connor again when a car suddenly appeared out of a driveway. Connor screamed for Sam to watch out, but it was too late ...

Advice wanted



Read the following letter from your penpal Connor. What advice can you give her about cycling safety?

Dear Penpal

How are things going? I haven't written since my birthday — I got a new bike and a hockey stick. I now ride to and from school (Mum will only let me ride on the bike path). And I've also made the junior hockey team at school.

I need your advice. Sam, a hockey teammate, keeps asking me to ride home with her from training. Sam and her friends ride on the road and wear helmets only when they get close to school or home. I promised Mum that I would only use the bike path, but sometimes it gets lonely riding home alone.

In your last letter you said you were doing a cycling unit at school. So, expert, what should I do?

Your Penpal

Connor

P.S. Where do I put the hockey stick when I'm riding my bike?

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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