ROAD SAFETY EDUCATION

GRADE 5
TEACHER'S BOOK

Mauritius Institute of Education
under the aegis of
Ministry of Education, Tertiary Education, Science and Technology
&
Ministry of Land Transport and Light Rail
(Traffic Management and Road Satefy Unit - TMRSU)

ROAD SAFETY EDUCATION

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Foreword

The Mauritius Institute of Education has embarked upon the production of a set of textbooks for pupils at primary level to enable the implementation of the Road Safety Education (RSE) Curriculum. The textbooks have been designed according to different levels to suit the developmental profile of young learners as specified in the National Curriculum Framework/ Teaching and Learning Syllabus. The teaching and learning materials are practically oriented and consist of a range of activities to engage pupils with the road traffic system in their roles as a passenger, pedestrian and/or cyclist. To ensure that the teaching and learning materials align with the technical skillsthat road users need to develop, the textbooks have been collaboratively written by MIE Lecturers, Educators and members from the Mauritius Police Force as well as Officers from the Ministry of Land Transportand Light Rail. The RSE textbooks contain varied activities to engage pupils in practical exercises so that they learn Road Safety practices through lived experiences. The materials are fully contextualized and consist of numerous illustrations to be more appealing and to facilitate understanding.

Alongside the Pupil's Activity Book, we have also developed corresponding Teachers' Book to outline the pedagogical approaches that may be used to engage pupils during the RSE lessons. Educators have a critical role to play in the implementation of the curriculum to ensure that pupils develop the behavioural, social and cognitive skills necessary to become responsible road users. Educators are encouraged to involve their pupils in road safety campaigns, traffic weeks and other road safety sensitising projects.

We hope that the practical experiences provided in the textbooks will help to educate a new generation of careful and safe road users.

Dr Hemant BESSOONDYAL
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Preface

ROAD SAFETY EDUCATION (RSE)

RSE is premised on the three roles of the young road user, namely, the child as a passenger, the child as a pedestrian and the child as a cyclist. It aims at developing the requisite knowledge, skills and attitudes for learners to become conscious and safe road users. By engaging learners in the road traffic system via practical activities, the Books develop an awareness of good practices and considerations for personal safety and the safety of other road users.

Effective RSE is founded on a pedagogical approach that makes learning interesting, relevant, authentic and enjoyable. It promotes deep learning and influences lifelong choices and behaviours. Navigating the road safely and effectively is an important skill that demands application in real life situations from a young age. It is thus imperative that learners understand and apply concepts related to safe practices on the road early on. A constructivist approach is thus privileged as it enables learners to be active participants in the construction of knowledge. The practical activities in the textbook provide pupils with opportunities to experience the traffic road system conventions and develop safe practices. The educator thus has a crucial role in helping learners make sense of the road traffic system. The RSE learning area empowers pupils to critically evaluate the challenges associated with the road system and take informed decisions and actions for their own well-being and the safety of others. The subject teaches them how to avoid injury and reduce accidents.

Note to Educators

The teaching and learning resources in the Teache's Book provide a guide to educators for the implementation of the RSE curriculum and are not meant to be prescriptive. The educator can adapt the activities to suit the needs of his/her class and s/he may develop supplementary activities as necessary. As a role model for pupils, the educator should demonstrate genuine interest in the subject and be proficient in road safety concepts, rules and regulation. Above all, s/he must enable pupils to derive essential insights into RSE through careful preparation of the lessons.

Both formative and summative evaluation are an integral part of teaching and may be conducted through a variety of tools, such as worksheets to test behavioural, social, and cognitive skills. The outcomes of the syllabus will be determined through pupils' demonstration of positive behaviours, good judgment and decision-making skills, and socially responsible attitudes as road users.

Table of Contents

LESSON 1 The Bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Demonstrate understanding of the role of bicycles in transportation
- List the reasons why people ride bicycles

Material(s)/Equipment: Pictures of different types of bicycles

Venue: Indoors

Duration: 25 minutes

Teacher's NOTE

A bicycle is a vehicle consisting of two wheels held, one behind the other, in a frame, which is propelled by pedals and steered with handlebars attached to the front wheel.

Reasons for riding bicycles:

(a) Bicycle is used to travel from one place to another.
The history of the bicycle in transportation dates back to the early 19th century. The first two-wheeled transportation device was made by German Baron Karl Drais in the early 1800s and was called the "Dandy Horse." This design was the precursor to the modern bicycle. Over time, bicycles became more popular and were used as a means of transportation by both men and women. They offered a relatively inexpensive and accessible means of transportation, and in some cases, were seen as an empowering tool for women who had long relied on men for transportation. The development of bicycle infrastructure, such as dedicated bike lanes and paths, has made cycling a more efficient and safe mode of transportation in many cities around the world.

(b) Cost effective: The bicycle is an affordable form of transportation. It does not need fuel and lasts longer than any other vehicle.

(c) Health (physical and mental): Riding your bicycle is good for your body. Everyone needs exercise to stay fit, and cycling is a great way to exercise. When you bicycle, you are moving your legs and your arms, which helps build muscle and makes your heart and lungs strong. Cycling is also good for your mind and feelings. It can make you feel great and calm.

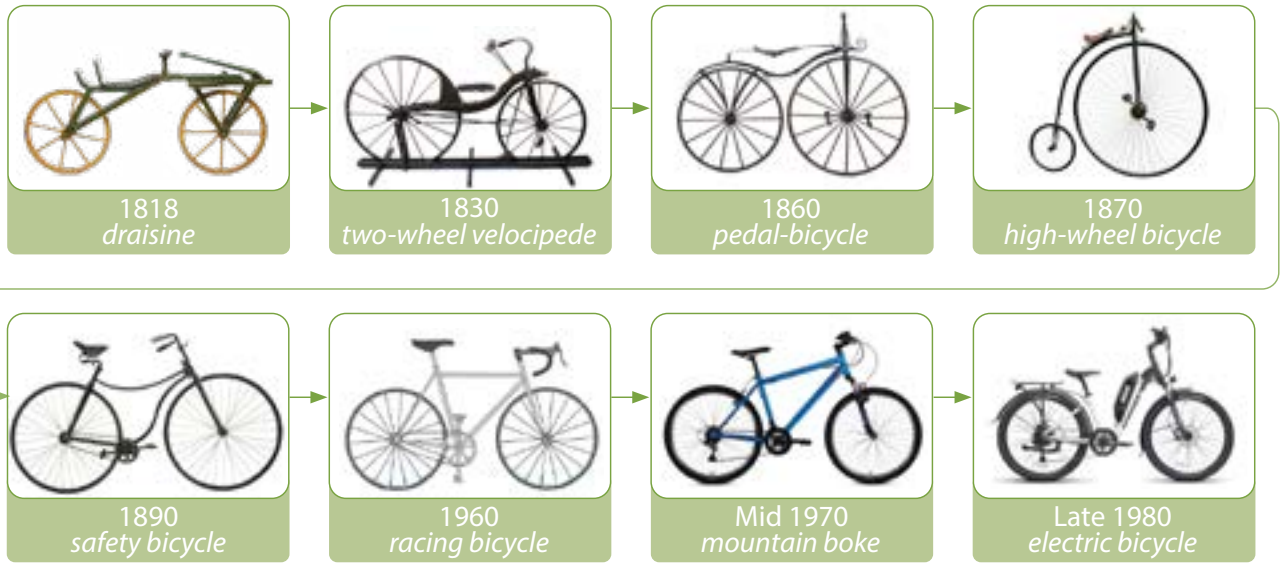
(d) Social cycling: It is a good way to have fun with your friends or family.

(e) Going "Green": Cycling is good for the environment. Bicycles do not produce any air pollution like other vehicles do.

(f) Accessibility: Cycling offers you access to areas that cars cannot reach, for example, trails, side roads. Moreover, the best about cycling is the sense of adventure and exploration that it offers.

Procedure:

- Introduce the theme of the lesson: The Bicycle.
- Conduct a class discussion on the different types of bicycles which have existed. Use the picture provided in the Activity Book (Activity 1) to guide the discussion.



You may use the following questions:

- Who owns a bicycle?
- What is your bicycle like? Have bicycles always looked like that? How did bicycles look like? Why?
- Who comes to school by bicycle? Why?
- Do you like riding a bicycle? How old were you when you learned to ride a bicycle?
- How often do you ride your bicycle and where do you go?
- Why do we ride bicycles?

Note pupils' responses and add any additional information needed.

· CLASS Activity ·

Pupils may be asked to draw a bicycle on the board. Praise drawing. Whole class to clap their hands.

Evaluation:

Ask pupils to complete the Activity 2 in the Pupil's Book

LESSON 2 The different parts of the bicycle and their functions

Learning outcome:
By the end of the lesson, pupils should be able to:

- Identify the different parts of the bicycle and their functions

Material(s)/Equipment: Teacher-made poster to show different part of the bicycle

Venue: Indoors

Duration: 25 minutes

Teacher's NOTE

Bicycle parts and their functions

- **Brake** – device used to stop or slow down a bicycle.
- **Frame** – the mechanical core of a bicycle, the frame provides points of attachment for the various components that make up the machine.
- **Head tube** – the tube of a bicycle frame that contains the headset
- **Seatpost** – a post that the seat is mounted to. It slides into the frame's seat tube and is used to adjust ride height depending on how far into the seat tube it is inserted.
- **Handlebar** – a lever attached, usually using an intermediary stem, to the steerer tube of the fork.
- **Tyre** – is glued to the wheel rim; most tyres use tubes, but tubeless tyres and rims are increasingly common.
- **Pedal** – mechanical interface between foot and crank arm.
- **Chain** – system of interlinking pins, plates and rollers that transmits power from the front sprocket(s) to the rear sprocket(s).

Procedure:

- Introduce the lesson.
- Show the picture of a bicycle (refer to Pupil's Activity Book - Activity 1).
- Ask them to observe the bicycle and then conduct a discussion on the different parts of the bicycle and their functions.

You may use the following questions:

- What are the different parts of the bicycle?
- What are their functions?

Note pupil's the answers and add any missing information. Explain the different parts of the bicycle and name their functions.

· CLASS Activity ·

Using the flash cards with the names of the different parts of a bicycle and ask pupils to group themselves in pairs. Give one flash card to each pair. Inform the pupils in each pair that they will have to choose who will stick the flashcard on the right spot on the bicycle while the other pupil describes the function of that bicycle part.

Evaluation: Ask pupils to complete Activity 2 in Pupil's Book.

LESSON 3 Safety accessories for the bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- List the safety accessories needed when using a bicycle
- Demonstrate understanding of the importance of safety accessories on bicycles and for bicycle riders

Material(s)/Equipment: Teacher-made flash cards with the following words (lights, horn, brakes, headlights, reflectors, and reflective jackets). Label flash cards using letters. Bristol, blue tack (Teacher-made poster of bicycle & cyclist)

Venue: Indoors

Duration: 25 minutes

· Teacher's NOTE ·

According to the Road Traffic (Cycle) Regulations 1966,

- **Section 11:** Every cycle shall be fitted with a horn or bell affixed thereto and which shall at all times be in good working order.
- **Section 12:** No person shall use a cycle on any road unless such cycles be fitted with two independent brakes in good working order.
- **Section 13:** No person shall use a cycle on any road between sunset and sunrise unless there is affixed thereto-

  (a) a lamp so constructed and designed as to throw a white light, visible from a reasonable distance, in the direction in which the cycle is proceeding, which shall be lighted and kept alight so as to show the movement and position of the cycle;

  (b) a red light or a red reflector clearly visible from the rear thereof.

Lights: Bicycle lights are an essential safety feature for cycling at night, as they help riders to see the road ahead and make them visible to other road users. When choosing a bicycle light, it is important to consider factors like brightness, battery life, and ease of use. The best bicycle lights for night riding are usually bright enough to illuminate the road ahead, have a long battery life, and are easy to attach and detach from the bicycle.

Headlights: A headlight for bicycles is a front-facing light that is attached to a bicycle to improve the visibility of the bicycle and its rider to others on the road. Moreover, as mentioned above, in Mauritius, it is against the law/ an offence to ride at night without a headlight and rear light.

Horn: Bicycle horns are devices that create a sound loud enough to notify others of your presence. By gaining the attention of other road users, bicycle horns can prevent accidents from happening, or can alert others of something they are unaware of. Moreover, alerting people around you of your whereabouts is essential to ensuring they have enough time to move out of your way to avoid collision and sudden deviation and forced stop.

Brakes: Brakes should be capable of stopping the bicycle at a reasonable distance and be well-maintained to ensure reliable performance. It is important for cyclists to regularly check their brakes, brake pads, and cables to ensure that they are functioning properly and to replace any worn or damaged parts as needed.

Reflectors: Reflectors are an important safety feature for bicycles, especially when riding at night. Reflectors work by reflecting light back to its source, making the bicycle more visible to drivers. In general, bicycle reflectors are required by law in many countries and states, and they typically include a red reflector on the rear, white reflectors on the front and sides, and reflectors on the pedals. However, the specific requirements may vary depending on the location.

Reflective jackets: Reflective jackets are a type of high-visibility clothing that are designed to make the wearer more visible in low-light and dark conditions. They are typically made of retro-reflective materials that reflect light back towards its origin, making the wearer much more visible to drivers and other pedestrians. Reflective jackets are commonly used by outdoor workers, runners, cyclists, and other individuals who need to be visible when operating in low-light environments. They are an important safety measure since they significantly reduce the risk of accidents and injuries due to poor visibility.

Size of bicycle:

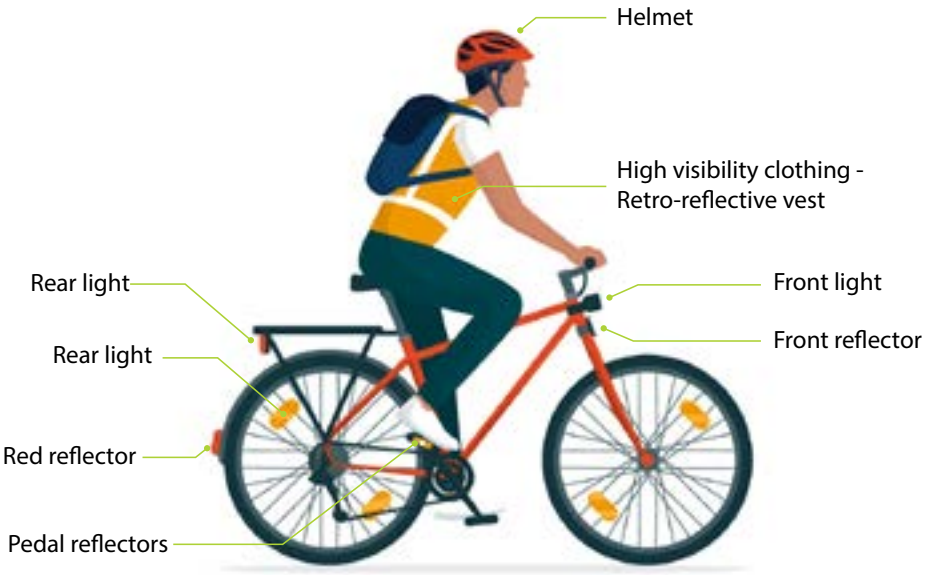
- Ensure that the bicycle is the correct size for a child. A child is more likely to get injured by riding a big bicycle.
- The child's foot should reach the ground when he/she is seated.
- The bicycle should fit the child at his/her current age. He/she should not "grow into it".
- The type of bicycle should match the child's abilities.

Procedure:

- Introduce the topic of lesson. Conduct a discussion on the various safety accessories for the bicycle. You may use the following questions:
- Why do bicycles have lights? Horn? Brakes? Headlights? Reflectors?
- Why do cyclists wear reflective jackets?
- Note down pupils' responses and add any missing information.

· CLASS Activity ·

Put the chart (Pg 9) of the cyclist on a bicycle on the whiteboard and give out flash cards with the words "lights""horn", "brakes", "headlights", "reflectors" and "reflective jacket" on them and ask pupils to stick them on the picture.

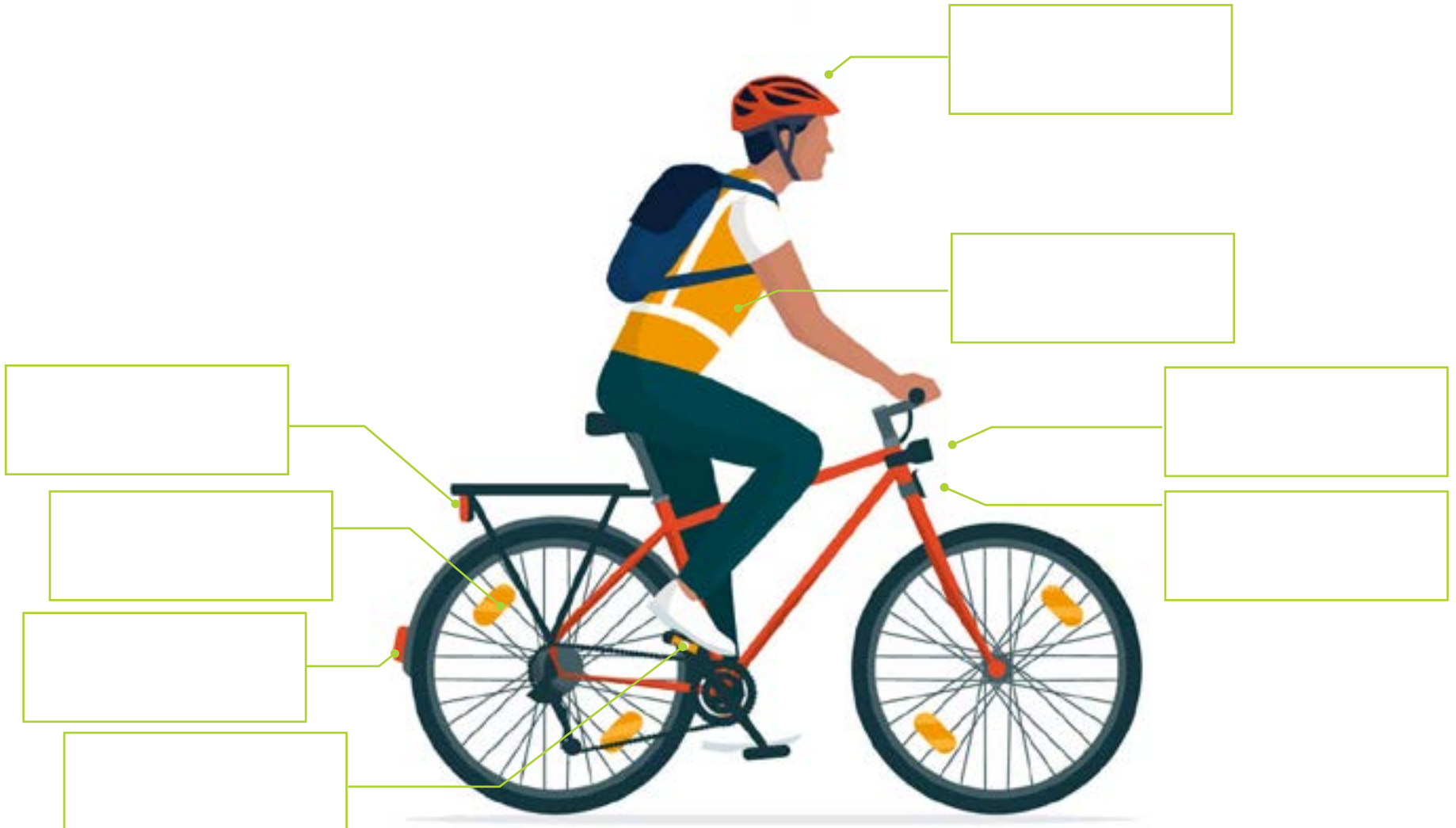


Divide the class into 6 groups. Each group will have to come to the front of the class and talk about one safety accessory and its importance.

As a conclusion, go over the main points and reiterate the value for all students to learn safe riding habits.

Evaluation:

Ask pupils to complete Activity 1, 2 & 3 in the Pupil's Book.



Rear reflector

Rear light

Helmet

Red reflector

Pedal reflectors

Front reflector

Front light

High visibility clothing - Retro-reflective vest

LESSON 4 Safety features of the bicycle

Learning outcomes:
By the end of the lesson, pupils should be able to:

- Identify safety features when travelling on a bicycle
- Conduct a simple bicycle check

Material(s)/Equipment: Pictures of safety features in a bicycle

Venue: Indoors

Duration: 25 minutes

· Teacher's NOTE ·

The safety features of a bicycle are to make sure that the cyclist is safe.

Bicycles do not have airbags, impact protection zones and other safety features to keep their cyclists safe. Hence, to remain safe while cycling a bicycle, it is important to ensure that the tyres are properly inflated with no evidence of excessive wear or damage, that the brakes work, that there is no evidence of excessive wear on the brake pads, and that there is a comfortable seat. There should be no fraying or splitting on the cables. The wheel quick-release levers should be secure and there should not be loose parts or other mechanical problems.

Regular maintenance:

The bicycle should be kept in good repair and be always inspected before riding. Safety features to check include the brakes, the tyre pressure and the tightness of the chain etc.

ABC check:

A is for Air: Check the air pressure in the tyres. Air pressure will help you determine if your bicycle tyres are filled with the right amount of air. Pinch the side of the tyre; inflate the tyre if it feels soft. The best method is to pump the tyre based on the tyre pressure (psi) stated on the side of the tyre. Glance over the tyre tread on both tyres for embedded debris and wear and tear to avoid getting a flat tyre. Spin the wheels to check for wobbles. If the wheel wobbles, then it has to be readjusted.

B is for Brakes: Check the handlebar brakes, roll the bicycle backwards and push on the brake. If the bicycle stops, the handlebar brake works. Check pedal brakes by lifting the back tyre, push the pedal forward (the wheel spins). Push the pedal

backwards; if the wheel stops, the pedal brake works. If one or more breaks are not working, fix the problem and continue the brake check. If all brakes are working, release the brake lever

C is for Chain: Check the chain by turning the pedals. If the chain moves, then the chain works. The pedals should spin freely. The handset should be tight so that the handlebars do not move independently of the wheel. Inspect the frame and parts for signs of wear such as cracks and dents. The chains should be black or silver, not rusty. Brown chains are rusty and should be cared for by an adult to make sure they do not lock up.

Procedure:

- Introduce the theme of the lesson: Safety features of the bicycle. Use the pictures provided.
- Conduct a class discussion on the safety features of bicycles. You may use the following questions:
  - What do you understand by 'safety features of the bicycle"?
  - Who can identify some safety features in a bicycle?
  - Why are these safety features important?
- Note down pupils' responses.
- Explain the importance of the safety features.

· CLASS Activity ·

Get the students in groups of four – depending on the size of the class.

Have three flash cards (Pg 15) – A, B, C. Put the flash cards in a box. Ask one pupil from each group to come forward to pick a flash card. Once the card is picked, the pupils from that group have to explain what is meant by the letter.

As a conclusion, go over the main points and emphasize that by using safe cycling habits, they will help prevent themselves and others from getting hurt when they ride their bicycle.

Evaluation:

Ask pupils to complete the Activity 1 and 2 in the Pupil's Book.

LESSON 5A Safety gears and their importance - Helmet

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Demonstrate awareness of the different types of safety gears to be worn when on a bicycle
- Understand the importance of protecting their head with a helmet.
- Explain how to properly fit a helmet.
- Identify improper ways to wear a helmet.

Material(s)/Equipment: Pupil's activity book, a helmet

Venue: Indoors

Duration: 25 minutes

· Teacher's NOTE ·

Safety gears when riding a bicycle include helmet, vest, and shoes.
Bicycle safety gear is an important aspect of cycling, as it not only helps protect the cyclist in case of an accident, but it can also make you more noticeable to others on the road.

Helmets: A helmet is the most important piece of safety gear for cyclists. It protects your head in case of a fall or collision, reducing the risk of severe head injuries or even fatalities.

Procedure:

- Introduce the theme of the lesson.
- Conduct a class discussion on that theme. You may use the following questions and refer to the picture given in their activity book.

1. What is safety gear? Can you give me some examples?
2. Why should safety gear be worn when on a bicycle?
3. What happens if you hit your head during a bicycle crash?
4. What is the purpose of a well-fitting bicycle helmet?
5. Why may a poorly adjusted helmet not protect your head as well?
6. What is reflective clothing?
7. Why is it important to wear reflective clothing while riding the bicycle?
8. Why is it important to wear shoes and not slippers when riding a bicycle?

- Note down pupils' responses.

· CLASS Activity ·

Why one should wear the helmet?

Demonstrate how a helmet protects our brain by completing an egg drop learning activity.

Materials: 2 eggs, 2 zip-lock plastic bags, 1 Styrofoam cup lined with paper towel

1. Place two eggs in zip lock bags.
2. Wrap one egg/zip lock bag in a paper towel and place it in a Styrofoam cup. The cup represents the helmet. Drop the cup from your waist straight to the floor.
   (a) The egg should not break (though it may have cracks).
   (b) Allow the pupils to make observations, but do not hold the discussion yet.
3. Take the egg/zip lock bag and drop it to the floor. The egg will break.
4. Call on pupils to share their conclusions about the meaning behind this demonstration: Helmets will protect our brains from getting hurt.
5. Share with the pupils that helmets are made of thick Styrofoam that protects our head.

· CLASS Activity ·

How to wear the helmet?

The Three 2s Helmet Check

- Check helmet for hysical damage, e.g cracks in shell worn straps, broken buckles.
- A helmet needs to be secure, but not uncomfortable and should fit as follows:
  - Helmet sits flat on head, not tilted back.
  - The rim should sit about '2 finger' widths above your eyebrow.
- The stras should not be twisted and should form a V just under the ears with the '2 ear clips' snug under the ears.
- The strap should fasten securely under the chin and not hang loose, snugly fit '2 fingers' under strap.
- Wibble Wobble Check - place hands on top of helmet and wobble it, shake head. If the helmet moves out of position easily, it is not correctly fitted (likely straps are loose or helmet is too big).
- Partner Check - students check each others' helmets.

Demonstrate the helmet fitting procedure on a student volunteer.

- The helmet must be worn low over the forehead. Helmet straps should not ride over the ears. The chin strap should be tight enough so the helmet does not wobble off, but loose enough for the wearer to open his or her mouth.

Recapitulate with the students that a helmet is effective only when it fits right and correctly on your head. Highlight the three body parts you use to make sure your helmet fits:

(a) **Eyes:** Place the helmet so it is level on your head. If you can see the brim of the helmet when you look up, you have placed it correctly.

(b) **Ears:** Adjust the side straps so they create a tight V underneath the earlobes. This secures your helmet from moving side-to-side.

(c) **Mouth:** The chin strap should be buckled below your chin. There should be a space for two fingers between your chin and the strap.

(d) Shake your head to test the security of the helmet. If it wiggles on your head, it is not fitted correctly.

As a conclusion, go over the main points and reiterate the value for all students to wear helmets, regardless of the type of bicycle they ride.

Evaluation:

Ask pupils to complete the Activity 1, 2 & 3 in Pupil's Book.

LESSON 5B The importance of safety gear – Shoes, light/bright coloured clothing, reflective vests.

Learning outcomes:
By the end of the lesson, pupils should be able to:

- Demonstrate awareness of the importance of wearing shoes, reflective vests, shoes, and other safety features when cycling
- Identify the types of shoes, reflective vests, gloves, and other items to wear when cycling

Material(s)/Equipment: Pictures of shoes, retro-reflective vests, gloves, elbow pads, knee pads

Venue: Indoors

Duration: 25 minutes

Teacher's NOTE

Reflective, light-coloured clothing: Wearing reflective vest bands, or stickers with reflective elements or light-coloured clothing enhances your visibility on the road, especially during low-light conditions, dusk, dawn, or nighttime rides. These reflective materials bounce off the light from vehicles, making you more visible to others on the road and improving overall safety. Light colours make you more visible to motorists and other road users, reducing the risk of accidents. Wearing bright clothes and putting reflectors on the bicycle can help the cyclist stay safe. It helps other people on the road see him/her. If they see the cyclist, that means they are less likely to run into him/her.

It is also important to want to make sure that nothing will get caught in the bicycle chain, such as loose pant legs, backpack straps, or shoelaces.

Gloves: Cycling gloves provide grip, protect your hands from blisters, and can prevent injuries in case of a fall. They also offer some cushioning, reducing hand fatigue during long rides. They can also provide better grip on your handlebars and make your hands more comfortable when cycling long-distance.

Shoes: Choosing the right footwear is essential for cycling safety. Sturdy, closed-toe shoes with a firm grip on the pedals help maintain control and prevent accidents. Avoid sandals, flip-flops, or shoes with loose laces that can get caught in the bicycle's moving parts. Cyclists should never ride a bicycle barefoot.

Knee pads and elbow pads: If you engage in off-road cycling or mountain biking, wearing knee pads and elbow pads provide additional protection in case of falls or collisions. They help to absorb impact and minimize the risk of injuries to these vulnerable areas.

Procedure:

- Introduce the theme of the lesson by referring to the picture in the Activity Book – Activity 1

- You may use the following questions:
  - What can you see in the picture?
  - What are the children wearing?
  - Why do you think they are wearing such gear?
  - What could happen if, instead of wearing shoes they were to wear sandals?
  - What could happen if, instead of wearing a reflective vest/clothing, they were to wear dark clothes?
  - What could happen if they did not use gloves when riding their bicycles?

- Note down pupils' answers and add any further information required.

· CLASS Activity ·

Pull all the curtains and switch off the lights. Wear dark clothes and then wear bright-coloured clothes. Ask pupils when you are more visible and why.

Objective: To raise awareness about the importance of safety gear for cyclists and promote safe cycling practices.

Group Activity: Gear Selection (Pictures of: helmet, reflective vest bands/stickers with reflective elements/light-coloured clothing, shoes, gloves, knee & elbow pad, among others)

- Divide students into small groups.
- Allocate one safety gear to each group (Pg 23). Refer to Pg 11 in Pupil's Activity Book.
- Provide them with scenarios or descriptions of different cycling situations, e.g., low-light conditions, dusk, dawn, or nighttime rides, off-road cycling or mountain biking.
- Instruct each group to discuss and decide which safety gear items would be most appropriate for each situation.

Group Presentations

- Ask each group to present the poster of the chosen safety gear for each scenario.
- Discuss the reasoning behind their choices and encourage group discussions.
- Address any misconceptions or questions that arise during the presentations.

Open the floor for a question-and-answer session related to safety gear and safe cycling practices.

Conclude the lesson by emphasizing the importance of incorporating safety gear into regular cycling routines.

Evaluation:

Ask pupils to complete Activity 1, 2 and 3 in the Pupil's Book.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LESSON 6 Hazards involved when riding a bicycle

Learning outcomes:
By the end of the lesson, pupils should be able to:

- Identify hazards when riding a bicycle
- Understand the potential consequences of these hazards
- Learn how to mitigate them to ensure a safe cycling experience

Material(s)/Equipment: Pictures of hazards

Venue: Indoors

Duration: 25 minutes

Teacher's NOTE

While riding, a rider might encounter an accident because of a hazard which exists on the road. Hazards may include cars when pulling out of a driveway, alley, parking lot, or side street to the left of the cyclist. Pedestrians also might represent hazards to cyclists if, for example, they cross over an approaching cyclist.

Wet roads from rain become slippery and it will make it harder for a cyclist to stop. In addition, it is easier to slide out, so brake earlier and lighter. Standing water is also dangerous unless the rider can clearly see the road beneath it. Otherwise, the cyclist runs the risk of riding into a pothole and damaging his/her bicycle. In addition, try not to ride over metal items such as manhole covers and grates as metal becomes slippery when wet. Potholes can damage a bicycle, or worse, injure the cyclist. When there are potholes, the cyclist needs to check for cars and try to ride around them.

Procedure:

- Introduce the theme of the lesson: Hazards when riding a bicycle.
- Conduct a class discussion on the different types of hazards. Use the pictures provided to guide the discussion.

- You may use the following questions:
  (i) What do you understand by hazards?
  (ii) Can you give some examples of hazards for a cyclist? What are some hazards that you might encounter as a cyclist?
  (iii) What will happen if the cyclist rides in the pothole? In standing water? When there are branches on the road?
  (iv) What should the cyclist do instead?
- Note pupils' responses and add any additional information. Point out that the key to being a safe cyclist is to use multiple senses and be alert to cues in the street environment. These cues can be things a student sees, hears, touches, feels or smells!
- To be safe is to be protected from, or not exposed to risk. While we cannot control those around us, everyone, including people walking, cycling and driving cars, has a role to play in keeping each other safe.
- Emphasize that by using safe cycling habits, they will help prevent themselves and others from getting hurt when they ride their bicycle.
- Tell students that they should to learn how to be visible while cycling.
  - **Visible:** 'Obvious to the eye; something that can be seen'. Explain that it is important to make sure that drivers can see you. It can be hard for a person driving to see you because you are smaller than the car. If other cyclists or drivers cannot see you, you might surprise them and potentially get into a crash.

· CLASS Activity ·

Organise a roleplay around the different hazards and what the cyclist must do in each scenario.

- Scenario 1: a pothole on the road
- Scenario 2: branches on the road
- Scenario 3: slippery road
- Scenario 4: a passenger opens the door when you are cycling next to the car

As a conclusion, go over the main points and point out that the key to being a safe cyclist is to use multiple senses and be alert to cues in the street environment. These cues can be things a student sees, hears, or touches.

Evaluation:

Ask pupils to complete the Activity 2 in the Pupil's Book.

LESSON 7 Risky behaviours when riding a bicycle

Learning outcomes:
By the end of the lesson, pupils should be able to:
- Identify risky behaviours when riding a bicycle
- Understand why they need to adopt good riding practices

Material(s)/Equipment: Pictures of risky behaviours when riding a bicycle

Venue: Indoors

Duration: 25 minutes

Refer to Road Traffic (Cycle) Regulations 1966
Amended by [GN No. 22 of 1987]

Section 12. No person shall use a cycle on any road unless such cycle be fitted with two independent brakes in good working order.

Section 13. No person shall use a cycle on any road between sunset and sunrise unless there is affixed thereto –
(a) a lamp so constructed and designed as to throw a white light, visible from a reasonable distance, in the direction in which the cycle is proceeding, which shall be lighted and kept alight so as to show the movement and position of the cycle:
(b) a red light or a red reflex reflector clearly visible from the rear thereof.
Amended by [GN No. 3 of 1967]

Section 14. Any person riding a cycle on a road shall keep at least one hand on the handlebar.

Section 15. No person riding a cycle on a road shall tow another cycle or in any way attend to another cycle

Section 16. No person riding a cycle on a road shall ride abreast other vehicles.

Section 17. No person shall ride a cycle on any road signposted for one way traffic in a direction other than that signposted.

Section 18. Any person riding a cycle on a road shall stop if requested to do so by a Police Officer in uniform.

Section 19. No person shall ride or push a cycle on a footway.

Section 21. Any person riding a cycle shall keep the cycle as near the left edge of the road as is compatible with the nature of the road.

Section 22. Any person riding a cycle shall, when overtaking any traffic, keep on the right or offside of such traffic.

Section 23. Any person riding a cycle shall win grinding out of a less important road, including any private road or any place, on to a more important road or onto a main road approach such more important road or such main roads slowly and give way to traffic travelling on such more important road or on such main road, stopping if necessary to enable such traffic to pass.

Section 24. No person shall ride or attempt to ride the cycle on a road if he is under the influence of drink or a drug to such an extent as to be incapable of having proper control of such cycle.

Section 25. No person shall –
(a) leave a cycle unattended on any route so as to cause an obstruction.
(b) park a cycle against the kerb in such a way as to obstruct the free access to the footway;
(c) park his bicycle at the bus stand in such a way as to obstruct the free movement of passengers at such stand

Section 26. No person shall carry any baggage on his cycle except-
(a) a can under the frame secure to it provided such can does not protrude by more than six inches on either side of the frame
(b) baggage properly secured and carried in such a manner as is not likely to cause any danger to the person in charge of the cycle or to other users of the road.

Section 27.
(1) It shall not be lawful for more than one person to be carried on any road on a cycle unless it is constructed or adapted for the carriage of more than one person.
(2) If a person is carried on a cycle in contravention of the provisions of the last preceding paragraph, each of the persons who carried shall be guilty of an offence.
(3) In this regulation, references to a person carried on the cycle shall include references to a person riding the cycle.

· Teacher's NOTE ·

There are various risky behaviors that can occur when riding a bicycle. Some of these behaviours include:

Not wearing a helmet: Riding without a helmet puts the rider at risk of head injuries in the event of a crash.
Not following traffic rules: Ignoring traffic signals, not using hand signals, and not riding on the correct side of the road can increase the risk of collisions with other vehicles or pedestrians.

Riding under the influence: Riding a bicycle while under the influence of drugs or alcohol can impair judgement and reaction time, putting the rider and others at risk.

Riding at excessive speed: Riding at excessive speed can increase the risk of losing control of the bicycle, and the ability to stop quickly, potentially leading to a crash.

Not using proper lights or reflective gear at night: Riding without proper lights or reflective gear at night reduces visibility to other motorists, increasing the risk of collisions.

Riding distracted: Riding while using a cellphone, listening to music, or engaging in other distracting activities can reduce the rider's ability to pay attention to their surroundings and react quickly to potential hazards.

These are just a few examples of risky behaviours when riding a bicycle. It is important for all cyclists to prioritize safety and follow traffic rules to reduce the risk of accidents and injuries.

Procedure:

- Introduce the lesson by referring to the picture in the Activity Book.

- Conduct a class discussion. You may use the following questions:
  - What is meant by risky behaviours?
  - Can you give some examples of risky behaviours?
  - What could be risky behaviours when riding a bicycle?
  - Why are they called risky behaviours?

- Note down pupils' responses and explain what is laid out in Road Traffic (Cycle) Regulations 1966. Talk also about the following risky behaviours:
  - Not wearing a helmet
  - Not following traffic rules
  - Riding under the influence of alcohol/drug
  - Riding at excessive speed
  - Not using proper lights or reflective gear at night
  - Riding distracted

· CLASS Activity ·

Ask some pupils to come forward and to talk about how they would explain what they have learned today to a family member or friend.

Evaluation:

Ask pupils to complete the Activity 2 in the Pupil's Book.

LESSON 8 & 9 Getting to know if a bicycle fits me

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Recognise the appropriate fit for a bicycle.
- Demonstrate if the bicycle is appropriate by checking and adjusting the height of the seat.

Material(s)/Equipment: Bicycle, bicycle safety gear (helmet, elbow and knee pads)

Venue: Indoors /Outdoors

Duration: 2 x 25 minutes

· Teacher's NOTE ·

A bicycle that does not fit you is uncomfortable, hard to balance on, and difficult to stop. Bicycles come in different sizes and heights; therefore, it should be the right size for the height of the rider. A rider can determine if a bicycle fits him/her when the frame is short enough so that the rider can stand over it. Secondly, the saddle should be high enough so that the feet of the rider can touch and lay flat on the ground when sitting on the bicycle.

Procedure:

Refer to the picture in Pupil's Activity book.

Start the lesson with a discussion about how to know if a bicycle fits the rider.
You may use the following questions as prompts:

1. Can we ride a bicycle that does not fit us?
2. Is it safe to try to ride a bicycle that is not appropriate for us?
3. What do you need to check to make sure the bicycle you are riding is the right size for your height?
4. What might happen if the bicycle you are riding is not of the right size for your height?

Proceed with the activity "Does the bicycle fit me?".

- Let the pupils explore the adequate way to know if a bicycle is adapted to the rider. Lay emphasis on the consequences of riding a bicycle that is not fit for the rider. You may point out some examples like falling and injuries.
- Tell the pupils to always check the seat height by holding the bicycle next to them (on their right-hand side); the saddle should be at the same height to their waist.

Emphasise that their feet should be able to touch the ground when not riding the bicycle as it will allow them to keep balance when getting on and off the bicycle.

When the pupils are comfortable with the ride height of the bicycle, tell them to be confident with the bicycle and that they should be able to practise getting on and off.

Tell the pupils that they should always check if their bicycle is well maintained before getting on the bicycle.

· CLASS Activity ·

Does the bicycle fit me?

- Through this activity, the pupils will be allowed to determine the adequate seat height.
- Ask the pupils to take turns and stand beside the bicycle while holding the frame and the saddle. (Refer to picture below)

- Tell the pupils to check if the saddle is at the same height as their waist.

- Tell the pupils that, when getting on the bicycle, the feet should touch the ground when not riding the bicycle. It will allow to keep balance when getting on and off the bicycle.

- If the seat is too high or too low, you can adjust the seat height by pulling the lever.

- Adjust the seat according to the desired height.

- When done, tighten the lever back.

Handlebar Height

- Remind them that the handlebar height should be adjusted for comfort first.
- Tell them that bars that are adjusted too high will result in pain from too much weight on the saddle.

Handlebar Reach

- To have a proper reach for the handlebar, the tips of fingers should touch the handlebars and the handlebar should be about the same width as the shoulders.
- Then, ask the pupils to get on the bicycle and remind them that their feet should touch the ground when not riding the bicycle. It will allow them to keep balance when getting on and off the bicycle.

- Finding a proper fit is essential before riding a bicycle. Make sure that the pupils can stand over the bicycle without the top tube of the frame pressing on the crotch.
- Pupils should always ensure that they ride a bicycle that is at the adequate height.

LESSON 10 & 11 Riding the bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- State where to ride the bicycle

Material(s)/Equipment: Picture cards of: prohibition signs, compulsory signs, cycle tracks, flyover, carriageway, footbridge.

Venue: Indoors or Outdoors

Duration: 2 x 25 minutes

· Teacher's NOTE ·

- Bicycles are considered vehicles. They need to follow all traffic rules as all other vehicles. Cyclists should always ride with the flow of the traffic, that is, on the left side of the carriageway on a two-way road.
- Cycle track means a portion of a road, exclusive of the carriageway, set aside for use solely by persons riding cycles. Where cycle tracks are available, it is advisable for cyclists to make use of them for their own safety.
- According to the law, bicycles cannot be ridden at places with the 'no-cycle' prohibition signs. Prohibition signs are circular signs with a red border. Common places are flyover, footbridges & motorway.

Procedure:

- Brainstorm with the pupils about different places where they can ride a bicycle.
- Observe and discuss the following traffic signs and road marking.

- Activity 1:

Picture 1: A circular sign with red border indicating '**no entry for cycles**'

Picture 2: A circular blue sign indicating a '**compulsory route**' for bicycles

Picture 3: Road marking indicating route for cycles

Picture 4: Cycle Track in recreational parks

Picture 5: Cycle Track at St Felix public beach

- In pairs or in groups, ask the pupils to discuss what they see in the pictures. Guide them by using the following questions:
  - Have you ever seen these traffic signs or markings?
  - Do you know what they mean?
  - Where do people usually ride their bicycles?
  - What are the safest places for people to ride their bicycles?

- Explain.
  - Picture 1 shows the traffic sign indicating that '**no entry for cycles**'. Explain to pupils that wherever they see this sign, they should not ride their bicycles there as it is a prohibited area for cycling. However, Picture 2 indicates a '**compulsory route**' for bicycles.
  - Pictures 3, 4 and 5 indicate places where bicycles are allowed. These are usually dedicated areas on roads or recreational areas where cyclists must ride their bicycles.
  - Picture 6 shows a flyover. Cyclists are not allowed to ride their bicycles.

- Discuss with the pupils the consequences of not obeying the traffic rules and signs for cyclists. You may use the following questions as prompt:
  - Why is it important to respect the prohibition and the compulsory signs for cyclists?

- Why should the cyclist ride in the direction of the traffic on a carriageway?
  Expected answer: A bicycle is considered a vehicle. It therefore has to obey all traffic rules as other vehicles.
- Why is a cyclist not allowed to use the flyover?
  Expected answer: He is at risk as he rides slower than other vehicles.
- What are the risks that the cyclist faces if he uses the flyover?
  Expected answer: The cyclist may cause an accident as he is slower than other vehicles. They can be hit by other vehicles.

- Remind pupils that these rules are there for their own safety and the safety of other road users.

Evaluation:

Ask pupils to complete Activity 2 in the Pupil's Book.

LESSON 12 & 13 Traffic signs and signals

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Identify traffic signs and signal lights for bicycle riding

Material(s)/Equipment: Picture cards for different traffic signs, picture cards for traffic signals/ signal lights

Venue: Indoors /Outdoors

Duration: 2 x 25 minutes

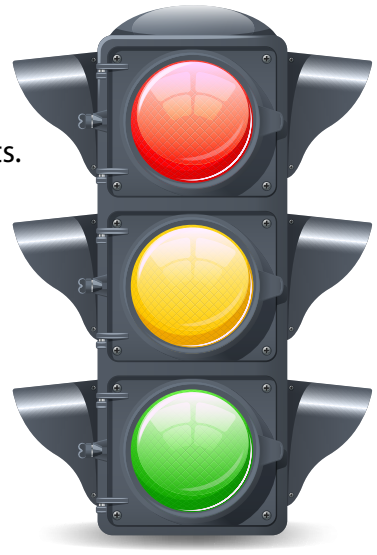
· Teacher's NOTE ·

- Pupils should always be reminded that bicycles are vehicles. Anyone riding a bicycle should abide by the traffic rules and regulations for vehicles. There are different ways of communication: verbal and non-verbal.
- Road users make use of mainly non-verbal communication such as traffic signs, signals, signal lights and road markings.
- There are different types of traffic signs:
  1. Circular: gives the road user **orders**. For example, the 'no-entry' sign means that vehicles are **NOT** allowed on a specific road or 'compulsory route' for cycles.
  2. Triangular: warns the road user that there is a **danger** ahead. For example, 'roundabout' ahead, or 'pedestrian crossing' ahead.
  3. Rectangular: gives **information**, such as the blue 'pedestrian crossing' sign indicates the presence of a pedestrian crossing at a specific place.

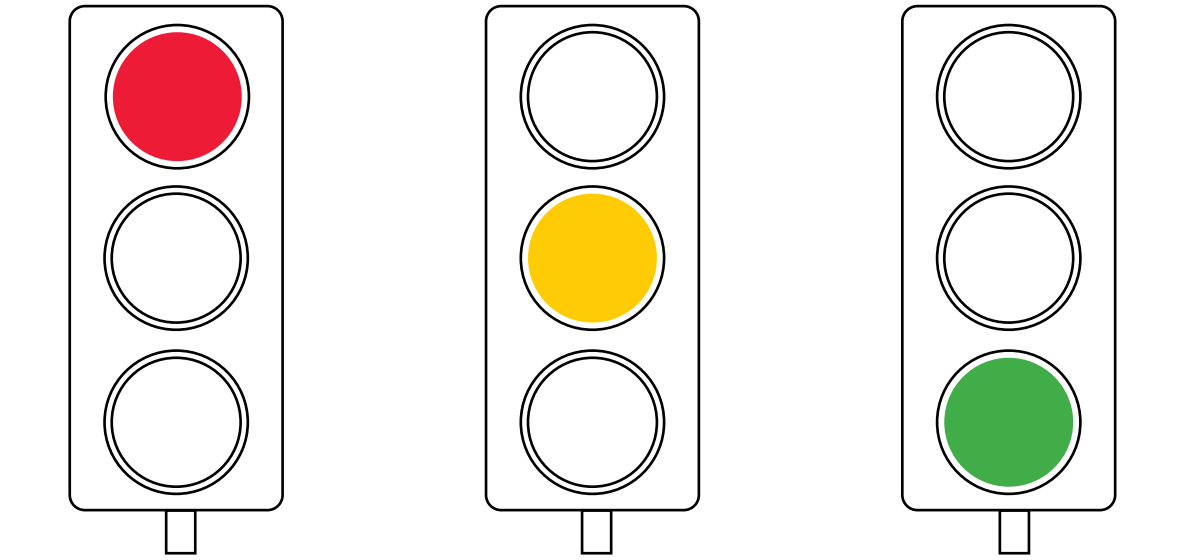
Procedure:

<u>**Signal Lights**</u>

- Refer to Pupil's book (Activity 1) to brainstorm on the signal lights.
- Ask pupils the following questions:
  - Where do you usually see these signal lights?
  - What are the different colours used for signal lights?
  - What is the order of colours on the signal lights?
  - What do the different colours on the signal lights mean?
  - Why are traffic signals important?



- Recapitulate the different colours of the traffic signal lights with the pupils:



- Explain to pupils that bicycles are vehicles and that they should obey the traffic signals at any time.
- Ask pupils to complete Activity 2 in the Pupil's Book.

Traffic Signs

- Refer to Pupil's Book (Activity 3) for observation, discussion, and group work. Brainstorm with the pupils the different traffic signs that they know. You may use the following questions:
  - Do you know what traffic signs are?
  - Have you seen any traffic sign on your way to school?
  - Which traffic signs have you seen? ('Stop' sign, 'Pedestrian crossing' sign, 'No entry' sign, 'One-way' road)
  - Is it important to abide by the traffic signs? Why?
- Explain to pupils that traffic signs are usually used to communicate with road users about what they should or should not do on the road.
- Explain the different signs to the pupils. Refer to Activity 4. Observe and discuss:
  1. A white circle with a red border is a prohibition sign. It tells the road user what one should not do.
  2. A blue circle is a mandatory sign. It tells the road user what one should do.
  3. A white triangle (with the apex upwards) with a red border is a warning sign. It tells the road user that there is a danger ahead.
  4. A blue square/rectangle sign is an informative sign. It provides information to users about a road, a direction or an action.
  5. Priority or regulatory signs: These are signs which inform vehicles what they should do.
- Explain to pupils that there are other traffic signs that can usually be found on the road. They need to be attentive to them.
- Remind pupils that they should abide by these traffic signs for a safer ride.

Below are some traffic signs that pupils should learn about.

Prohibition signs:

No Left turn

No Right turn

No U-turn

No Entry

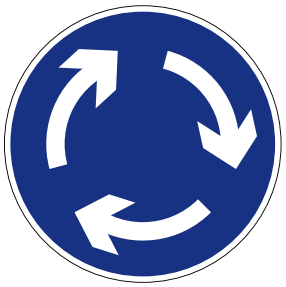
Speed Limit '50 km/h'

No entry for cycles

No entry for pedestrians

Mandatory signs:

Compulsory route for cyclist



Compulsory Roundabout

Compulsory footpath

Pass this side

Warning signs (the apex of the triangle is upwards):

The warning signs are usually placed a few metres before the place where the action should take place.

Level crossing without gate or barriers

Cyclist entering

Children

Pedestrian crossing

Roundabout

Two-way traffic

Informative signs:

Pedestrian crossing

One-way Road

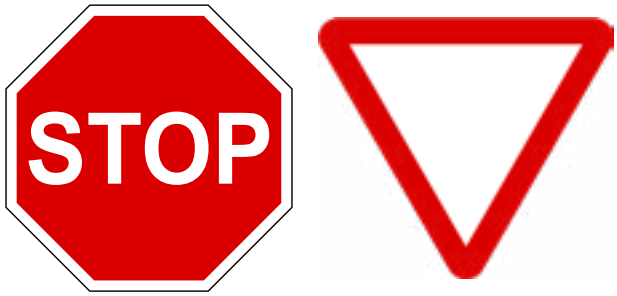
Hump

Hospital

Some informative signs can also be of other colours than blue:

Bus Stop

Priority signs:



Stop

Give way

· CLASS Activity ·

Group work: Classification of Traffic signs

- Put pupils in groups of 4-5. Provide each group with a set of traffic signs (at the end of the lesson). Each group must receive some mandatory signs, prohibition signs, warning signs and informative signs. Let them discuss among themselves. You may guide them through using the following questions:
  - Have you seen these traffic signs? If yes, where?
  - According to you, what do the traffic signs mean?

Evaluation:

Ask pupils to complete Activity 2 and 4 in the Pupil's Book.

LESSON 14 Hand signals

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Identify hand signals for bicycle riding
- Demonstrate appropriate hand signals for bicycle riding
- Explain the importance of hand signals for bicycle riding

Material(s)/Equipment: Pupil's Activity Book

Venue: Indoors or Outdoors

Duration: 25 minutes

Teacher's NOTE

- While riding a bicycle, the cyclist should inform other road users well beforehand about his/her intention so that they may adapt to the situation promptly. Bicycles do not have turn signals like other vehicles. If the cyclist wants to stop or turn to the left or right, the only way to do so is by signaling with his/her right arm.
- A cyclist should learn and use the following:
  - If he/she starts to overtake or turn to the right, the cyclist should extend the right arm horizontally to the right.
  - If about to turn to the left, the cyclist should extend the right arm horizontally and raise the right forearm to form an angle of 90 degrees.
  - If about to slow down or stop, the cyclist should extend the right arm horizontally to the right and slowly move the arm up and down at least three (3) times.

Procedure:

- Recapitulate the features and parts of a bicycle with the pupils. Ask pupils the following questions:
  - Name some parts of the bicycle that are similar to parts in other vehicles.
  - Name a few parts of other motor vehicles that are not present on a bicycle.
- Lay emphasis on the turn signals which are usually on vehicles except bicycles.
- Ask pupils to explain how they will indicate their intentions to turn left, right or to stop/slow down to other road users.
- Refer to Pupil's book (Activity 1) to explain the different hand signals. Demonstrate each hand signal carefully.

Turn right or overtake

Extend your right arm horizontally to the right.

Turn left

Extend your right arm horizontally and raise your right forearm to form an angle of 90 degrees.

Stop or slow down

Extend your right arm horizontally to the right and slowly move your arm up and down at least three (3) times.

· CLASS Activity ·

Role play

- Bring the pupils to the playground or outside the class.
- Ask them to walk in any direction while keeping their eyes on you. On your signal, they will have to turn to the right or to the left, or stop.
- Explain to them that instead of saying instructions, you will mime them using hand signals. The pupils will then have to turn right or left or stop depending on the hand signal shown to them.
  Instructions are:
  - To the right: Extend the right arm horizontally to the right.
  - To the left: Extend the right arm horizontally and raise the right forearm to form an angle of 90 degrees.
  - Stop: Extend the right arm horizontally to the right and slowly move the arm up and down at least three (3) times.
- Blow your whistle to continue the game.

- Remind pupils that they should always check their surroundings before stopping or making any direction change on the road.

Evaluation:

Ask pupils to complete Activity 2 in the Pupil's Book.

LESSON 15 & 16 Control a bicycle using hands

Learning outcomes:

By the end of the lesson, pupils should be able to:

- List parts of the bicycle
- Explain how to hold a bicycle with the hands while walking

Material(s)/Equipment: Bicycle

Venue: Outdoors

Duration: 2 x 25 minutes

Teacher's NOTE

- Before starting to ride their bicycles, there should be a perfect connection between cyclists and the bicycle. This should be established while practising walking with the bicycle. A cyclist should be able to control his/her bicycle while walking.
- For their own safety and the safety of other road users, it is a must for a cyclist to push his/her bicycle closest to the footpath. On two-way roads, the cyclist should stay on the left side of his/her bicycle. However, on a one-way road, the cyclist can stay on any side of his/her bicycle, keeping his/her bicycle between them and the traffic. To avoid any confusion, advise pupils to always push their bicycle on the left side of the road, even on a one-way road.
- To avoid any mishap, the pedal found on the side of the cyclist should always be placed horizontally and towards the back.
- Practise walking on the left side of the bicycle during the session.

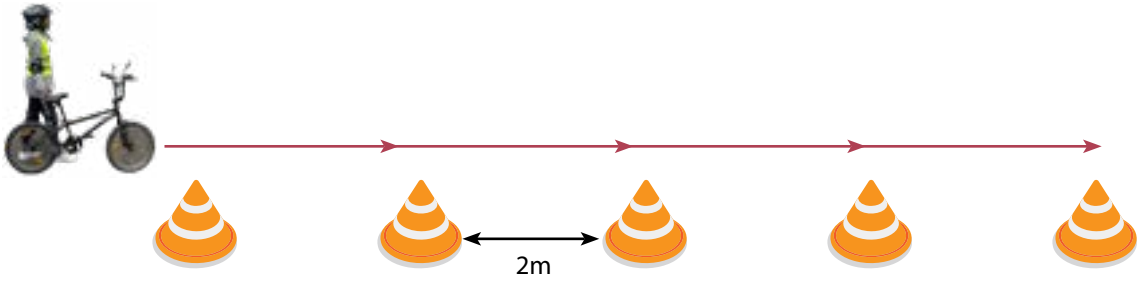
Procedure:

- Recapitulate the features and parts of a bicycle with the pupils. Ask pupils the following question:
  - Name some parts of the bicycles.
- Lay emphasis on the following parts: handlebar, head tube and saddle of the bicycle by asking them where they are found on the bicycle.
- Place 1 cone on each side of the area, naming them point A and point B. Ask them to walk from point A to point B while talking to their friends. Then again, ask the pupils to walk from point B to point A, while looking at their target, that is, point A.
- Ask them the following questions:
  - Which destination did they reach faster? A or B?
  - Which destination did you reach in a straight line? A or B?
- Explain to pupils that, in order to walk in a straight line, they should always look ahead in the direction that they need to go. The same applies while pushing their bicycle.

· CLASS Activity ·

I control my bicycle with my hands.

- You will have to carry the activity in groups of six (adjust according to the number of bicycles you have at your disposal).
- Set up one row of ten cones spaced approximately 2 metres apart. These represent the vehicles.
- Ask the pupils to stand on the left-hand side of the cones, their bicycle between them and the cones.
- Remind pupils that they should always be on the left-hand side of their bicycle and looking ahead while doing this activity.



1. Pushing the bicycle by keeping both hands on the handlebar.
   - Ask pupils to place themselves on the left side of their bicycle and hold the handlebar with both hands.

   - Explain to the pupils that they will have to guide their bicycles in a straight line by keeping their hands on the handlebar and looking ahead.

2. Holding the head tube with the right hand.
   - Explain to the pupils that they will have to guide their bicycles on a straight line by holding the head tube with their right hand.
   - Demonstrate to the pupils how they should hold the head tube.

3. Holding the saddle with the right hand.
    - Explain to the pupils that they will have to guide their bicycle in a straight line by holding the saddle with their right hand.
    - Demonstrate to the pupils how they should hold the saddle.
    - Explain to pupils that they will have to move a bit quicker so that the front wheel does not wobble.

In all cases, remind pupils to stay on the left side of their bicycle and to keep looking ahead.

At the end of the activity, lay emphasis on the importance of staying focused on the road and to always look in front of them.

- Remind pupils that they should always have their safety gear whenever they are riding their bicycle.

Evaluation:

Ask pupils to complete Activity 2 in the Pupil's Book.

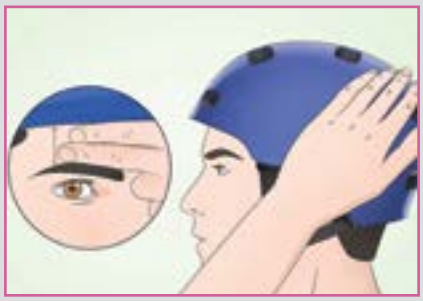
PRACTICAL SESSIONS

Helmets are an important gear for cyclists' safety. Practising bicycle safety is primordial before getting on a bicycle. The helmet is made to protect your head in case you get into a crash. Here are some tips to ensure that helmets are appropriate for you.

Good to **know**

HELMET FIT TEST

- **Eyes – Helmet position**
  - Level on your head - covering your forehead.
  - Your helmet should sit level on your head and low on your forehead — one or two finger widths above your eyebrows.



- **Ears – Side straps**
  - Sliders position in a V or Y under earlobes.
  - Adjust the slider on both side straps to form a V-shape under and slightly in front of each ear.

- **Mouth – Final fit**
  - Are you able to talk?
  - Does your helmet fit right? Try this, open your mouth wide, the helmet should pull down on the head.

You can try this with a friend to see if your helmet fits.

Good to **know**

ABC QUICK CHECK

- **ABC Quick Check**
  - Check the air pressure in your tyres.
  - Inflate tyres to pressure listed on tyre sidewall, if needed.
  - Use tyre gauge to ensure proper tyre pressure.
  - Check for damage to tyre tread and sidewall; always replace damaged tyres.

- **B is for Brakes**
  - Inspect brake pads and the braking surface of the rim for wear; replace pads or rims if worn past wear indicators.
  - Check pad adjustment: make sure they do not rub on tyre.

  - Check brake-lever adjustments. With brakes applied, there should be a space between the lever and handlebar.

- **C is for Cranks, Chain, and Cassette**
  - Ensure that crank bolts are tight.
  - Check chain for wear and proper lubrication. Chain should not be oily, but not completely dry.
  - If chain skips on the freewheel or cassette, you may need an adjustment or new part.

- **✓ is for "Check it Over"**
  - Inspect the bicycle for loose or broken parts. Tighten, fix, or replace them before you ride.
  - Take a quick ride to ensure that everything is working properly.

Good to **know**

MOUNTING A BICYCLE

1. Stand on the left-hand side of the bicycle.

2. Hold the handlebar with both hands and apply both brakes.

3. Place the bicycle in a vertical/upright position and pull up/flip up the kickstand by giving a gentle back kick on it.

4. Slightly lean the bicycle towards your body.

5. Keep your left foot on the ground, raise and swing your right foot over the saddle and place it on the other side of the bicycle.

6. Sit on the bicycle with both feet on the ground (Both feet should touch the ground for stability of the bicycle when it is a standstill position).

7. Using the right foot, move the right pedal and align it with the down tube.

8. Look backward for traffic and give "START" hand signal using the right hand. (The right hand to be extended horizontally to the right.)

9. Look ahead.

10. Check when the area is clear. Push the ground backward with your left foot and press on the right pedal and release the brakes at the same time while looking ahead. The two hands should always cover the two brakes.

11. When the left pedal has reached the "TOP" position, place your left foot on it and keep on pedalling with both feet while keep on looking ahead.

Good to **know**

DISMOUNTING A BICYCLE

1. Signal with the right hand to stop by moving the right arm up and down 3 times.

2. Replace the right hand on the handlebar.
3. Apply both brakes lightly and come to a complete stop.

4. Raise your body from the seat and put your left foot on the ground while your right foot remains on the right pedal at the bottom position.
5. Remove your right foot and place it on the ground.
6. Lean the bicycle slightly to the left and raise your right foot and swing it over the saddle and place it on the ground on the left side of the bicycle.
7. Put the bicycle in a vertical/upright position, pull down/flip down the kickstand with your right foot and release the brakes.

LESSON 17 & 18 Braking Techniques

Learning outcomes:

By the end of the lesson, pupils should be able to:

- State the functions of each break.
- Apply brakes to a smooth halt.
- Develop good braking skills.
- Control their speed, avoid obstacles, and prevent accidents.

Material(s)/Equipment: A tract, whistle

Venue: Indoors /Outdoors

Duration: 2 x 25 minutes

Teacher's NOTE

- To reduce fall and crash, it is important to know how to apply brakes.
- There are four different parts in the brake system of the bicycle.
- These are the brake lever, the brake cable, brake pads and brake shoe
- Proper braking techniques allow cyclists to slow down, control their speed, and come to a complete stop when necessary, preventing accidents and collisions.
- The brake lever on the left hand side is meant for the rear wheel
- The brake lever on the right hand side is meant for the front wheel .
- The two brakes act independently.
- If rear brake only is applied the bicycle may slide.
- If front brake only is applied the bicycle may somersault /turn over.

Procedure:

- Brainstorm using key questions.
  - What do we do when we want to stop the bicycle ?
  - Where are the brakes fround?
  - How many brakes are there?
  - What does the brakes do?

- Observe and discuss.
- Refer to Pupil's Activity Book.

Activity 1 - Label the brake on the bicycle

Activity 2 - Different parts of the brake (Teacher to demonstrate using bicycle)

Brake cable

Brake lever

Brake shoe

Brake pads

- Have a class discussion referring to Pupils Book Activity on the functions of the different parts of the brakes .
- Ask pupils to label the parts (in their Activity Book)

· CLASS Activity ·

- Set up an area track with a line to demarcate where to stop,
- You may use small cones or anything safer/ropes or chalk.
- Conduct a miming activity.
- Place pupils in a file keeping a one metre distance.
- Pupil mime that they are on a bicycle going at a reasonable pace.
- At teacher's first whistle they start applying both brakes gently closing their hands into a fist and slowering their pace.
- At teacher's second whistle they mime that they are applying the brake to stop by making their left fists tight and turning them inward twice, simultaneously with their right fist tight and coming to a smooth halt
- The above activity would show that when you have the intention of stopping the bicycle, starting at a distance you should first reduce the speed by applying both brakes gently and keep on applying both brakes until the bicycle will come to a halt.
- Emphasize on reducing speed once you have the intention of stopping.
- Have a class discussion on what can happen if you apply the brakes suddenly without reducing the speed.

· PRACTICAL Activity ·

Game to understand how to use the brakes

- Get the riders to walk their bikes around the playground with their fingers on the brakes. Shout, "Squeeze!" for the children to apply brakes. The Last one to stop is out.

Teacher demonstration:

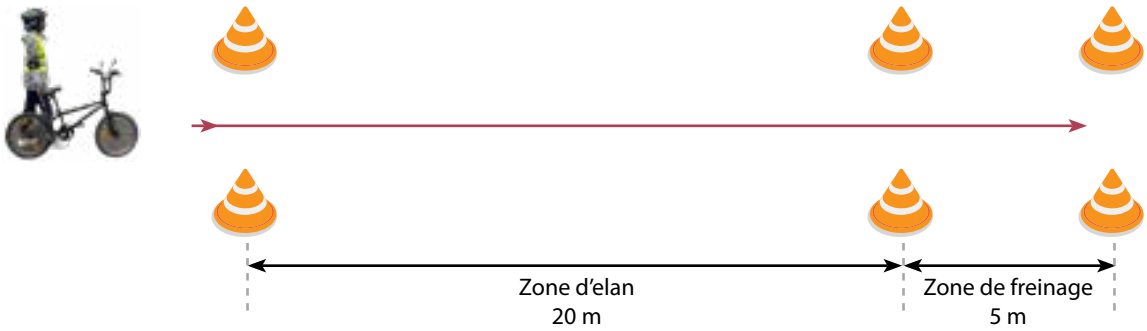
- Check ABC of the bicycle
- Wear safety gears
- Place the bicycle on the tract.
- Mount the bicycle following the bicycle mounting techniques.
- Demonstrate the function of the right and left brakes
- Ride with the intention to stop.
- **Follow the steps below to show how to stop the bicycle:**
  - Apply both brakes gently to reduce the speed.
  - Keep on applying both brakes to stop the bicycle.
  - Put the left foot on the ground.
  - The right foot remains on the right pedal at the bottom position.
  - Lean bicycle slightly and remove the right foot.

- Explain the pupils the following key points for braking techniques:
  - **Braking System:** The two brakes on a bicycle—the front brake (usually operated by the left hand) and the rear brake (usually operated by the right hand). Both brakes work together to slow down and stop the bike.
  - **Hand Positioning:** The correct hand positioning for braking is to keep both hands on the handlebars, with fingers resting on the brake levers. The cyclist should always have a firm grip on the handlebars while braking.
  - **Gradual Application:** Apply gradually the brakes rather than squeezing them abruptly. Sudden braking can cause the wheels to lock, leading to a loss of control. Pressure should be applied gradually until reach the desired speed or stop.
  - **Weight Distribution:** Weight distribution on the bike affects braking. The cyclist should shift his weight slightly backward while applying the brakes. This technique prevents from being thrown forward over the handlebars, especially when using the front brake.
  - **Emergency Braking:** Emergency braking may be necessary in certain situations, have to apply both brakes firmly, by shifting the weight back, while keeping the eyes forward and maintaining control of the bike. Emergency braking should only be used when absolutely necessary.

- Pupils to take turn to demonstrate how to apply the brake.
- Safety: Make sure the riders are not riding too fast or braking too sharply

Practical Activity 1

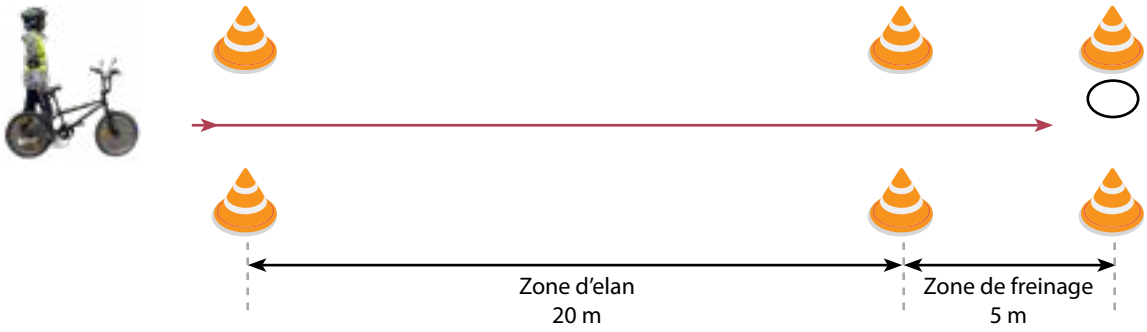
- How to use the brakes effectively
- Set up the cones as shown in the picture below. The distance can be amended as per the space available.



1. **Demonstration**
   - Show both the front and rear brake usage separately. Explain that squeezing the front brake provides more stopping power, but it's essential to use both brakes together to maintain control.

2. **Practice:**
   (a) Have each child take turns starting from the designated starting point (between the two cones).
   (b) Ride towards the braking area and, as pass the first cone, apply the front brake, put a mark on the ground where the bicycle stops.
   (c) Ride towards the braking area and, as pass by the first cone, apply the back brake, put a mark on the ground where the bicycle stops.
   (d) Ride towards the braking area and, as pass by the first cone, apply both brakes gradually and smoothly to slow down, put a mark on the ground where the bicycle stop. e. Ask the pupils their experience.
   (e) Encourage them to use both the front and rear brakes together for more effective braking.

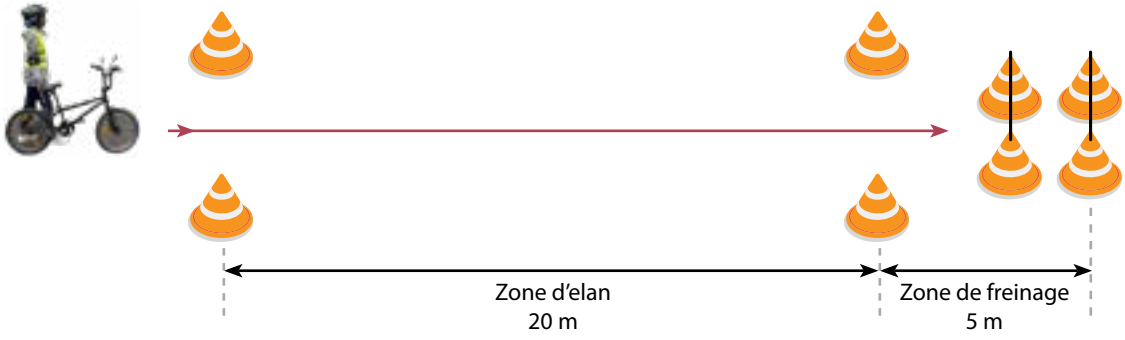
- Draw a circle on the ground on left hand side as shown in the picture below.



- Ask the pupils to ride towards the braking area and, as pass by the first cone, apply the both brakes gradually and smoothly to slow down, and at the time to stop, the left foot should be in the circle and the pupil should be in a standing position.

Practical Activity 2

- Set up the cones as shown in the picture below. The distance can be amended as per the space available.



(a) Set up a fun challenge to help the pupils practice controlling their braking distance. Ask the pupils to ride towards the braking area and, as pass by the first cone, apply the both brakes gradually and smoothly to slow down, and stop in such a way to throw down only the first stick on the first cone. The goal is for them to stop as close to the last cone as possible without touching it. Highlight that the front wheel has to touch the first stick only.

(b) Encourage Continued Practice: Let the pupils know that regular practice of these braking techniques will make them more confident and skilled in handling their bicycles.

- Review and Recap: Gather the pupils and discuss their experiences during the exercise. Emphasize the importance of maintaining control, looking ahead while braking, and using both brakes effectively.

Evaluation:

Ask pupils to complete Activity 1, 2 and 3 in Pupil's Activity Book.

LESSON 19 & 20 Getting on and off a bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Explain how to get on and off a bicycle safely.
- Execute the movement of getting on and off the bicycle.

Material(s)/Equipment: Bicycle, bicycle safety gears (helmet, elbow and knee pads)

Venue: Outdoors

Duration: 2 x 25 minutes

· Teacher's NOTE ·

To help the cyclist to be safe on the bicycle, they will need to practise getting on and off it. Practising walking along with the bicycle, and getting on and off the bicycle safely help pupils develop confidence.

Procedure:

- Start the lesson with a recapitulation about how to know if a bicycle fits the cyclist.
- Remind the pupils how to quick check the seat height by holding the bicycle next to them (on their right-hand side) to ensure that the saddle is at the same height to their waist. If the seat height is not appropriate, remind them that the saddle is adjustable.

- Emphasise that their feet should be able to touch the ground when they sit on the bicycle. This will allow to keep balance when getting on and off when the bicycle is not moving.

- Always check if the bicycle is well maintained before getting on the bicycle.
- Always check the air pressure in the wheels, the brakes, and review the chain and crank to ensure that the bicycle is fully operational and ready.

- Before asking the pupils to take turns to get on and off the bicycle, place them in front of you and start the demonstration by placing the bicycle on your right-hand side and holding the handlebar with both hands. Ask the others who are waiting for their turns to observe carefully.

The steps:

1. Apply the brakes before attempting to get on or off the bicycle to prevent it from moving.

2. Remove the kickstand.

3. Demonstrate that to get on the bicycle, the cyclist should slightly incline the bicycle towards himself/herself.

4. His/her left foot should rest firmly on the ground while the right leg swings over the saddle.

5. To get off the bicycle, the cyclist should apply both brakes and place both feet on the ground. Then he/she should slightly incline the bicycle to his/her left-hand side, keeping the left foot on the ground and swinging the right leg over the saddle.

- Let the pupils take turns to practise the movement of getting on and off the bicycle.

Evaluation:

Ask pupils to complete the class Activity "Simon Says" and Activity 1 in the Pupil's Book.

· CLASS Activity ·

Simon says

- Practising walking along with the bicycle, and getting on and off the bicycle safely help pupils implement the safe habits.
- Get the pupils to stand in front of you holding their bicycles. You may increase the level of the activity after a few practical sessions.
- Call "Simon says" to… (e.g., get on your bicycle, walk along with your bicycle, get off your bicycle, walk in circle by leaving a 1 metre distance between your friends…).

LESSON 21 & 22 Balance the bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Keep balance on the bicycle.
- Gliding with the bicycle while keeping balance.

Material(s)/Equipment: Bicycle, Bicycle safety gears (Helmet, elbow and knee pads)

Venue: Outdoors

Duration: 2 x 25 minutes

· Teacher's NOTE ·

Maintaining balance on two wheels is fundamental when riding a bicycle as it allows the cyclist to keep control of the bicycle and boosts self-confidence. To determine if the cyclist is able to keep balance on the bicycle, the latter should ensure that, when sitting on the bicycle, both feet are laid flat on the ground and their body is in an upright walking position. This allows better balance and prevents tip-over accidents.

Procedure:

- Tell the class that, for this activity, they will learn to keep balance on the bicycle by gliding with it.
- Start the activity by asking the pupils to check the height of the saddle. You may check their prior knowledge from the previous lesson.
- Remind them to always check the seat height by holding the bicycle next to them. The saddle should be at the same height to their waist. In addition, their feet should be able to touch the ground when sitting on the bicycle as it will allow them to keep balance when stopping, and getting on and off the bicycle.
- Tell the pupils that they will practise balancing the bicycle. Keeping balance on a bicycle is fundamental when performing activities such as walking on a rope or on a straight line (You may carry out this balance activity by drawing a straight line with a tape and ask the pupils to try to walk on it without falling).
- First, carry out a warm-up activity, "Who let the Gorillas out?"
- Keep in mind that a two-footed stamp will give pupils an experience of balancing on the bicycles without moving like if the bicycle has a pair of balance wheels on the rear wheel.
- Proceed with the main activity "I glide with my bicycle" where the pupils will have to glide on the bicycles.

· CLASS Activity ·

Warm up activity – Who let the Gorillas out?

- Through this activity the pupils will be allowed to have relaxed shoulders to better balance on the bicycle.
- Ask the pupils to line up in front of you seated on their bicycles and not too close to each other.
- Ask them to firmly put their feet on the floor and strongly anchor them like no one can move them.
- Ask them if they know Gorillas. Do they know how they beat their chest?
- Make a demonstration by gently beating your chest and ask the pupils to do same.
- Tell the pupils to keep their heads up while maintaining eye contact with you.
- Next, have pupils rest their hands on the handlebar while applying the brakes.
- Have pupils perform a two-footed stamp, both feet off the ground at the same time. Repeat multiple times.
- Keep an eye to see if the pupils have their balance when performing the activity.

· CLASS Activity ·

I glide with my bicycle.

- You will have to carry the activity in groups of six (adjust according to the number of bicycles you have at your disposal).
- Demonstrate to the pupils that they will have to sit on the bicycle with their feet firmly on the ground.

- Ask the pupils to remove the kickstand from their bicycle.

- Explain that they will have to push the bicycle with their feet and glide with it.

- When they have attained a good speed, ask them to lift their feet off the ground and keep balancing.
- Tell them that they should try to keep balance on the bicycle while gliding.

- Always observe safety precautions when carrying out the activity.

Evaluation:

Ask pupils to complete Activity 1 in the Pupil's Book.

LESSON 23 & 24 Start riding a bicycle

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Describe how to start riding a bicycle.
- Demonstrate how to start riding a bicycle.

Material(s)/Equipment: Bicycle, Bicycle safety gears (Helmet, elbow and knee pads)

Venue: Outdoors

Duration: 2 x 25 minutes

· Teacher's NOTE ·

Riding a bicycle can be considered as easy by some or complex by others. The following activity depicts the steps to start riding the bicycle in a concise manner. When starting to ride a bicycle, keeping balance is the key.

In addition, lay emphasis on the importance on always checking the bicycle before starting to ride it.

Procedure:

- Make a recapitulation of the different safety checks to be done before starting to ride a bicycle.
- Remind the pupils that they should always ride a bicycle that fits them, or it may be the cause of accidents and injuries.
- Start the activity by brainstorming on how to start riding the bicycle.
- Remind them that it is fundamental as a safety precaution to always push their bicycle alongside the footpath and in the direction of the traffic flow that is on the left-hand side of a two-way road.
- To start riding the bicycle, remind them to place the bicycle on their right-hand side, their hands on the handlebar applying the brakes, and removing the kickstand with their left foot by giving a kick.
- The cyclist should incline the bicycle slightly towards him/her, rest his/her left foot firmly on the ground and swing his/her right leg over the saddle.
- Lay emphasis on the importance of signaling with the appropriate hand signal to other road users that you are about to depart.
- When the pupils are ready, proceed with the main activity "Start riding a bicycle".

· CLASS Activity ·

Start riding a bicycle.

- You will have to carry the activity in groups (adjust according to the number of bicycles you have at your disposal).
- Ask pupils to remove the kickstand with their right foot by giving it a kick.
- Demonstrate to the pupils that they will have to sit on the bicycle with their feet firmly on the ground with the brakes applied.

- Ask them to set the pedal upfront by placing their right foot underneath the pedal and pushing it upwards until it is aligned with the diagonal tube.

- Tell them to place their right foot on the pedal whilst keeping their left foot on the ground.

- Give the appropriate hand signal before starting to pedal.

- Give a push backward on the ground with the left foot whilst pressing on the pedal with the right foot at the same time. Tell the pupils that keeping balance on the bicycle is essential. If the push is insufficient, the bicycle will be unsteady, and the rider may lose control and balance causing him/her to fall.

- When the right pedal is in the downward position, place the left foot on the left pedal when it is in the upward position and keep pedalling while looking ahead.

Evaluation:

Ask pupils to complete Activity 1 in the Pupil's Book.

LESSON 25 & 26 Ride in a straight line

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Describe how to ride in a straight line.
- Demonstrate how to ride in a straight line.

Material(s)/Equipment: Bicycle, bicycle safety gear (helmet, elbow and knee pads), small cones, big cone, wooden stake, wooden plank of 2-metres length, whistle, measuring tape, string

Venue: Outdoors

Duration: 2 x 25 minutes

Teacher's NOTE

To have a good trajectory, looking ahead is essential. As a cyclist, you must not look at your wheel or your handlebars. You must look where you want to go; if you look elsewhere, you will tend to move towards the point you are looking at: the gesture follows the gaze.

To keep a straight trajectory, you must look ahead in the direction you want to go. Do not look at what is immediately in front of you; instead, focus at a point in the distance in the same direction where you want to go.

Procedure:

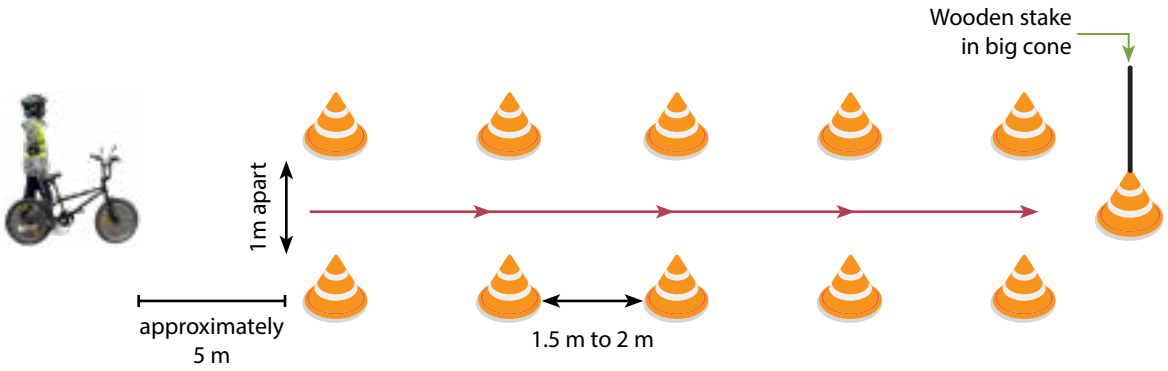
- Make a recapitulation of the different safety checks to be done before starting to ride a bicycle.
- Ensure that, prior to the main activity, you have set up the track for the pupils to carry out the activity.
- Start the activity by making a recap on how to start riding the bicycle.
- Remind them of the different safety precautions and practices to be taken when riding a bicycle on the road.
- To get on the bicycle, remind them to place the bicycle on their right-hand side, their hands on the handlebar while applying the brakes and removing the kickstand.
- Tell the pupils to incline the bicycle slightly towards them, rest their left foot firmly on the ground, swing their right leg over the saddle and place it on the right pedal.
- In addition, prompt them that pushing on the pedals should be enough for them to keep balance on the bicycle.

- When the pupils are ready, proceed with the main activity "Riding in a straight line" which comprise of two practice sessions:
  1. riding in a straight line in between cones.
  2. riding in a straight line on a wooden plank in between cones.

· CLASS Activity ·

Riding in a straight line in between cones.

- You will have to carry the activity in groups (adjust according to the number of bicycles you have at your disposal).
- Set up two rows of ten cones spaced approximately 1.5 metres to 2 metres apart. The width of the track should be 1 metre apart.

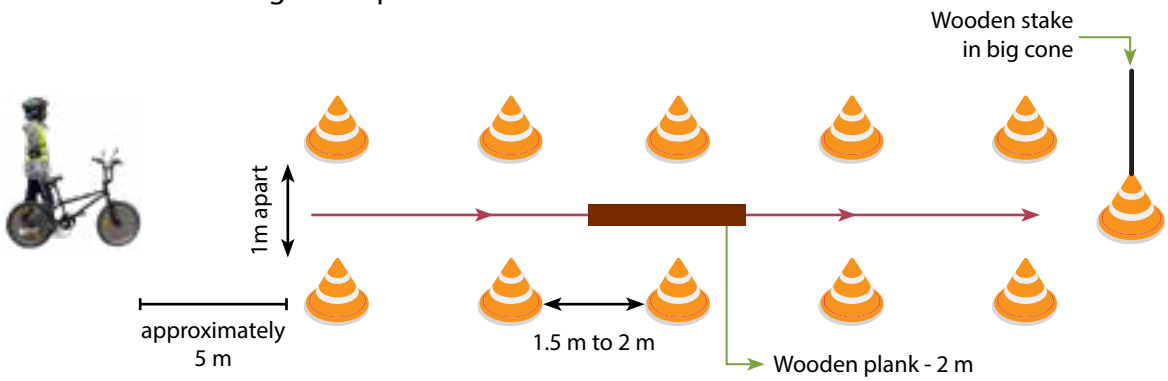


- Demonstrate to the pupils that they will have to ride the bicycle in a straight line in between cones from a defined starting point which is approximately 5 m from the first cone.
- Tell the pupils to keep looking straight ahead at the wooden stake at the end of the track, rather than looking down while riding. This will help to ride in a straight line.
- On the blow of your whistle, ask the pupils to take turns to remove the kickstand, get on the bicycle, and give the appropriate hand signal before starting to ride through the cones. Stay alert each time a pupil is carrying out the activity.

· CLASS Activity ·

Riding in a straight line in between cones on a wooden plank.

- For this activity, the track remains the same as in the previous activity. Set up two rows of ten cones spaced approximately 1.5 metres to 2 metres apart and place a 2 metres long wood plank.



- Demonstrate to the pupils that they will have to ride the bicycle in a straight line in between cones and on a wooden plank from a defined starting point which is approximately 5 m from the first cone.
- Tell the pupils to keep looking straight ahead at the wooden stake at the end of the track, rather than down as it will help to maintain balance and follow the line of vision.
- On the blow of your whistle, ask the pupils to take turns to remove the kickstand, get on the bicycle, give the appropriate hand signal before starting to ride through the cones and pass on the plank.
- Tell the pupils to stay focused on the end point (the wooden stake). Stay alert each time a pupil is carrying out the activity.

- At the end of the activity, lay emphasis on the importance of staying focused on the road and to always look in front of them as their gesture follows their gaze.

Evaluation:

Ask pupils to complete Activity 1 in the Pupil's Book.

LESSON 27 & 28 Ride in between cones

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Avoid obstacles on the road.
- Stay in your lane.
- Ride bicycle in between cones safely and practice keeping distance.
- Understand the importance of learning to ride between cones as a practical way to develop road safety skills, including control, balance, and awareness.

Material(s)/Equipment: Cones

Venue: Indoors & Outdoors

Duration: 2 x 25 minutes

Teacher's NOTE

- Cycling in between cones is an important part of safe bicycle riding .
- The skills learnt help to keep us safe by staying in our lane, negotiate bend and avoid obstacles among others.
- The practical exercises improve control and develop balance, coordination, bike handling skills and awareness, which are crucial for safe cycling.

Procedure:

- Observe and discuss.

- Have a class discussion referring to Pupils Book Activity 1. You may use the following questions :
  - What differences can you see?
  - Are these obstacles dangerous?
  - How are you going to avoid the obstacles when you are riding a bicycle?

· Teacher's NOTE ·

Slalom is riding through cones smoothly. This requires a combination of good technique, control, and practice. So get ready to have a blast while enhancing your balance, coordination, and agility on two wheels!

The steps for riding through cones smoothly are as follows:

1. **Good position and posture:** Both feet can comfortably reach the ground when seated on the bike. Maintain a balanced and centered position on your bike with your body slightly forward, elbows bent, and knees flexed.
2. **Starting and Riding slowly:** Push off with one foot to gain some momentum and balance. Place the other foot on the pedal and start pedaling smoothly. Maintain a steady speed that allows for control and balance.
3. **Focusing:** Look ahead and focus on the cones, rather than the space between the cones to navigate smoothly. When passing the first cone, shift the sight to the next cone you are likely to pass from left to right.
4. **Braking gently:** Apply proper technique for braking, which involves squeezing the brakes gently and evenly. Use both brakes simultaneously to ensure safe and controlled stops.
5. **Balance, Steering and cornering:** Keep the handlebars steady and maintain balance. Gently steer by turning the handlebars in the desired direction to guide the bike through the cones and Initiate turns by leaning the bike and maintaining a consistent radius throughout the turn.
6. **Build confidence:** Start with manageable speed, gradually increasing it as you gain confidence and improve your skills.
7. **Patience and persistence:** Riding through cones smoothly requires practice and patience, so don't get discouraged if you don't get it right away. Keep practicing and refining your technique.

Summary for steps to ride between cones:

1. I should be in good position and posture.
2. I should start riding slowly.
3. I should focus on the cone I want to ride through.
4. I apply both brakes gently.
5. I keep my balance and steer to guide my bike through the cones.
6. I build confidence by riding at manageable speed.
7. I keep practicing with patience and persistence to refine my techniques.

· CLASS Activity ·

- Set up an area (tract) with a series of obstacles.
  - You may use small cones or anything safer, that is available.
  - Leave a space of two meters.
  - If you are using cones explain that these represent the obstacle on the road.

- **Ask pupil:**
  - To walk in between the cones (left and right).
  - Decrease the distance between the cones- ask pupil to walk in a file – and walk in between the cones.
  - Run in between the cones – distance of cones 1.5 m
  - Decrease the distance in between the cones – Ask pupil to run in between the cones.

- Class discussion – Ask pupil to share their experience in 1 and 2
- From the above – teacher explain the importance of reducing space, control and keeping distance while riding in between cones

- **Teacher demonstration and explanation:**
  1. Mounting the bicycle
  2. To cycle in between cones/obstacles, always keep the hands firmly on the bicycle bar and the eyes on the cones/obstacles they want to avoid.
  3. The focus should be to apply control rather than the speed.
  4. When they reach the cone, they want to pass, they should shift their sight to the next cone they are likely to pass from left to right.
  5. They should ride slowly and in control from one side to the other whilst avoiding the obstacles which are the represented by the cones
  6. Ensure that that pupils do not go too quickly and have one child do the riding at a time.
  7. In case several children are riding in between the cones, ensure that they maintain apace in between the riders.

- Conduct the practical session – emphasis is on proper mounting of bicycle, use of personal safety gears and clear instructions given to maintain safety and class control.

Evaluation:

Ask pupils to complete Activity 2 , 3, 4 & 5 in Pupil's Activity Book.

LESSON 29 & 30 Negotiate a bend safely

Learning outcomes:

By the end of the lesson, pupils should be able to:

- Negotiate a bend safely when riding a bicycle.
- Stay on the lane.
- Ride a bicycle safely

Material(s)/Equipment: Cones

Venue: Indoors & Outdoors

Duration: 50 minutes

Teacher's NOTE

- Roads are not only straight, but they have curves and left and right bends and they go up and down .
- There are soft and sharp bends.
- You need to reduce speed whenever you are approaching and negotiating a bend.
- Bends can be challenging because they require adjusting their speed, position, and balance to maintain control.

Procedure:

- Observe and discuss.
- Have a class discussion referring to Pupils Book Activity 1.
- What differences can you see?
- Ask pupils to draw a straight road and a road with a left bend in the Pupil's Activity Book.
- The key points for negotiating bends:
  - Reduce speed before entering the bend.
  - Position themselves slightly towards the outside of the curve.
  - Look ahead and scan for any obstacles or hazards.
  - Lean slightly into the bend while maintaining balance.
  - Stay within the boundaries of the cones

· CLASS Activity ·

1. Check ABC
2. Wear appropriate safety gears
3. Follow bicycle mounting principles

Set up the cones: Place two cones a suitable distance apart to create the shape of an "8" on the ground, 4meters between the cones. Ensure that the space between the cones allows the child to comfortably cycle through.

1. **Explain the exercise:** Let the child know that they will be practicing their bend negotiation skills by riding through the "8" shape created by the cones. Emphasize that the goal is to navigate the bend smoothly, maintain control, and stay within the boundaries of the cones.
2. **Demonstrate the technique:** Show the child how to approach the bend by cycling through the "8" pattern. Demonstrate proper positioning, speed control, and balance as you navigate through the cones. Encourage them to pay attention to the cones as visual markers.
3. **Start with slower speeds:** Have the child begin by riding through the "8" at a slower pace. This allows them to focus on their technique, balance, and positioning while negotiating the bend.

4. **Explain the following steps:**
   (a) Reduce speed: Gradually slow down before reaching the bend. Encourage students to use their brakes appropriately but not abruptly.
   (b) Positioning: Move slightly towards the outside of the bend, so as to have a wider view of the bend and be more visible to other road users.
   (c) Look ahead: Emphasize the importance of looking ahead and scanning the road to anticipate any potential hazards or obstacles on the bend.
   (d) Maintain balance: Maintain a balanced posture while leaning slightly into the bend. This helps maintain stability and control throughout the turn

5. Gradually increase speed: As the child becomes more comfortable and confident, encourage them to gradually increase their speed while still maintaining control and following the correct technique.
6. Provide feedback and guidance: Observe the child as they navigate the bend and provide constructive feedback on their technique. Help them make adjustments if needed, such as reminding them to maintain proper balance or adjust their position.

*****Always follow the curvature of the road.**
*****A cyclist leans in the direction of the bend**

7. Conduct the practical session, ask pupils to take turn to mount bicycle following the above steps.
8. Always emphasise on the proper way of mounting the bicycle, use of personal safety gears and clear instructions should be given to maintain safety and class control.

Road sign for bend:

Evaluation:

Ask pupils to complete Activity 2, 3 and 4 in Pupil's Activity Book.

ROAD SAFETY EDUCATION

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