

Bike to School Week 2019

M-check

Get ready



Time needed:

5 minutes



Resources needed:

Computer/laptop,
projector/large screen



Solo/group activity:

Group

Objective:

**Pupils learn how to make cycling safer
with simple checks and practices.**



Session plan:

First things first. Checking your bicycle
is in peak condition is a vital step.

Show the pupils Sustrans' M-check video
for bikes, to help make sure these are
roadworthy each time they ride.

The M-Check video is available
on the resources page at
www.sustrans.org.uk/biketoschoolweek
(this video is three minutes 30 seconds long).



Find out more at [www.sustrans.org.uk/our-blog/
get-active/2019/everyday-walking-and-cycling/
the-m-check-for-your-bike-in-11-steps/](http://www.sustrans.org.uk/our-blog/get-active/2019/everyday-walking-and-cycling/the-m-check-for-your-bike-in-11-steps/)

Bike to School Week 2019

Bling your bike

Day 1



Time needed:

20-30 minutes



Resources needed:

Printed cycle templates,
coloured pencils,
bling/recycled materials



Solo/group activity:

Solo

Objective:

Reimagine your cycle. Learn about different types of cycles and cycle users.

Keep the activity short by using coloured pencils only. Alternatively, use recycled materials in a creative way to design a collage.

Activity outline:

Get creative in the **Bling your bike** activity.

Each pupil picks a template for a cycle. You can use pencils, glitter, ribbons, coloured card, recycled materials such as magazines, or anything else colourful you can collect to make a collage of a decorated cycle.

Why not pick a theme such as the seasons, or tie it in with topic you're covering in the classroom?

Extension + 20 minutes

Get your class to show what they have designed for each type of cycle.

Talk about the features of each type of cycle and, using the guidance sheet, ask the class who it could be particularly suitable for.



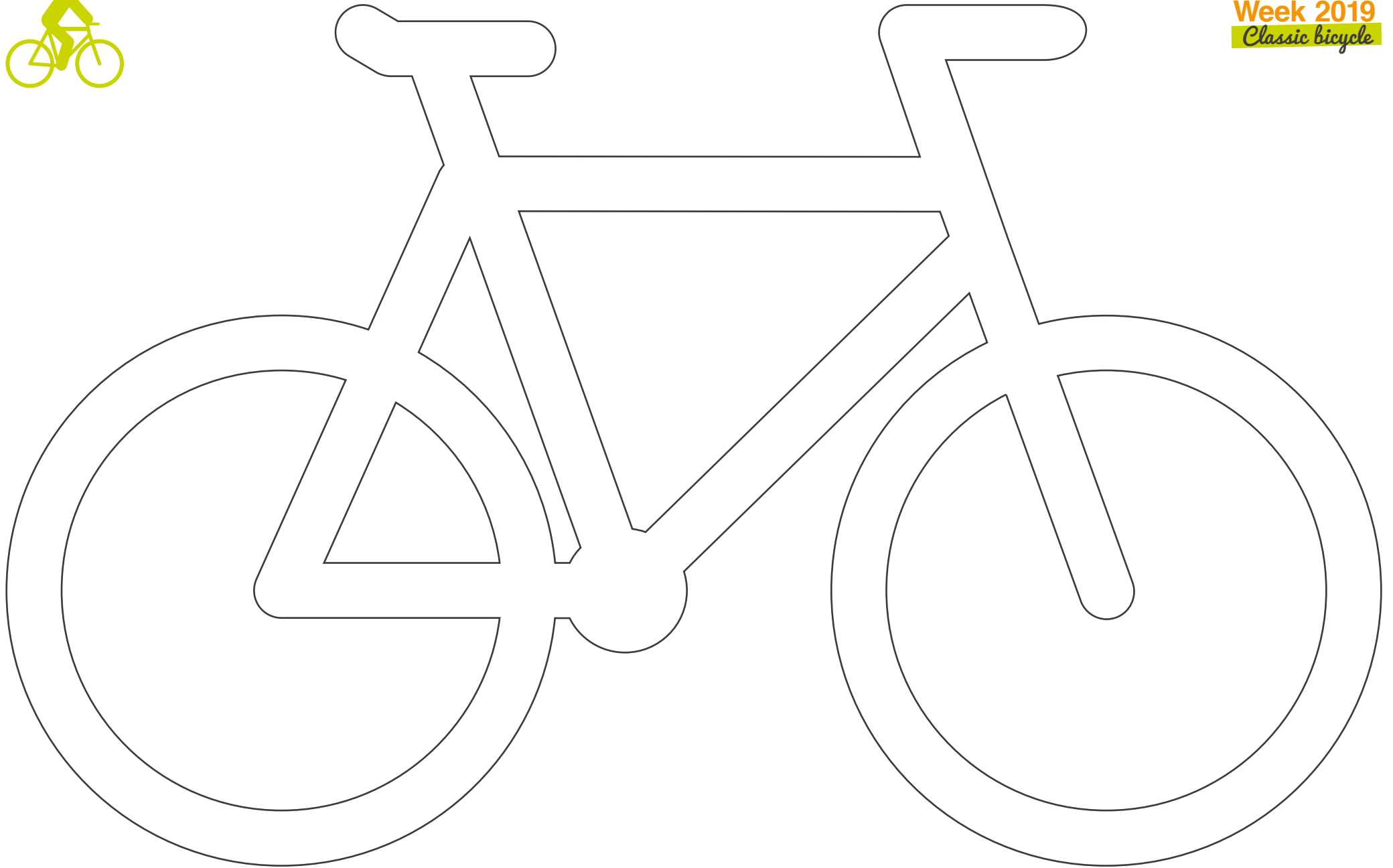
Inspired by:

Six-week step-by-step guide — a guide designed for teachers, parents and governors to help get more people active on the journey to and from school.

Additional information from Wheels for Wellbeing wheelsforwellbeing.org.uk

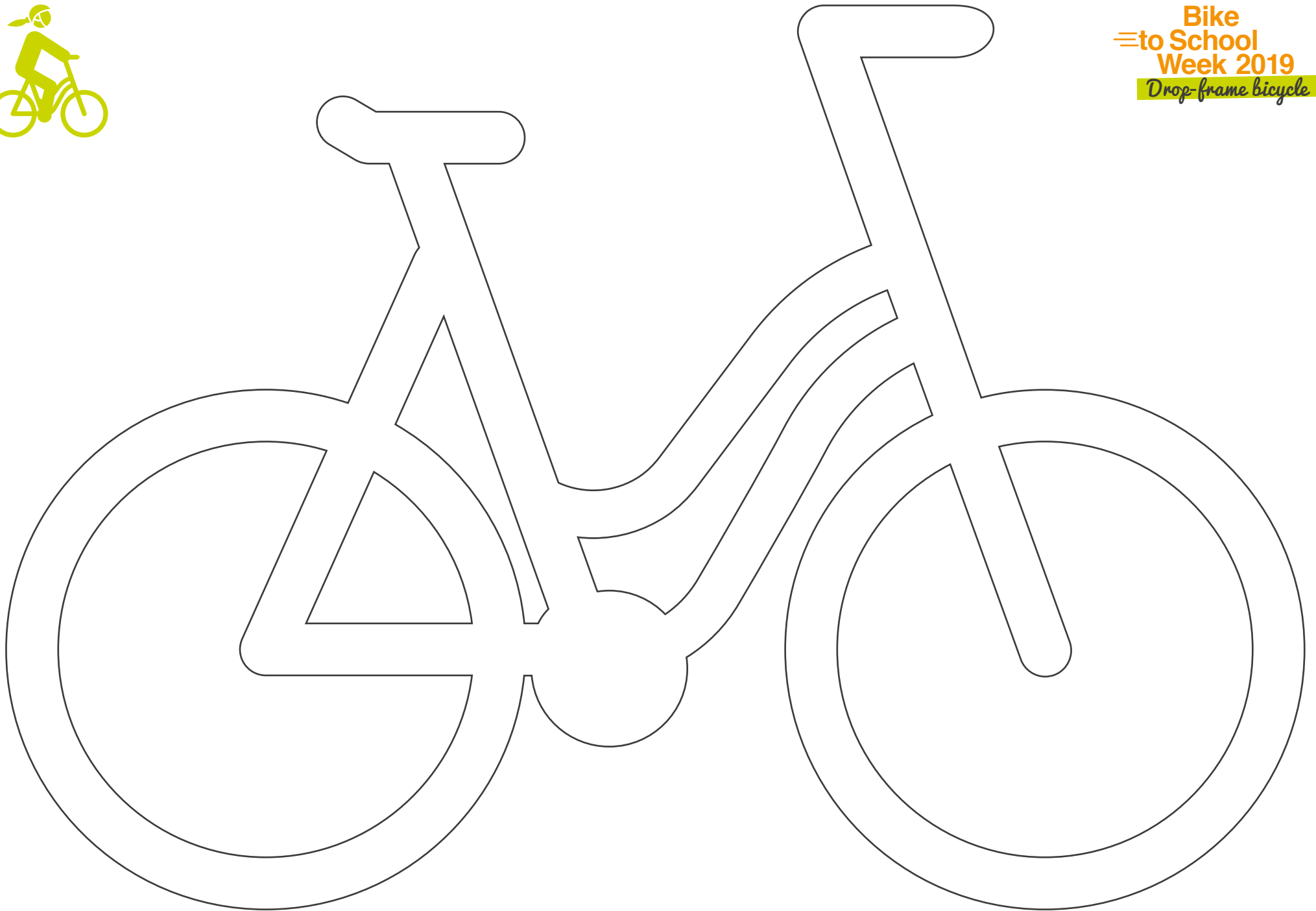


Bike
to School
Week 2019
Classic bicycle



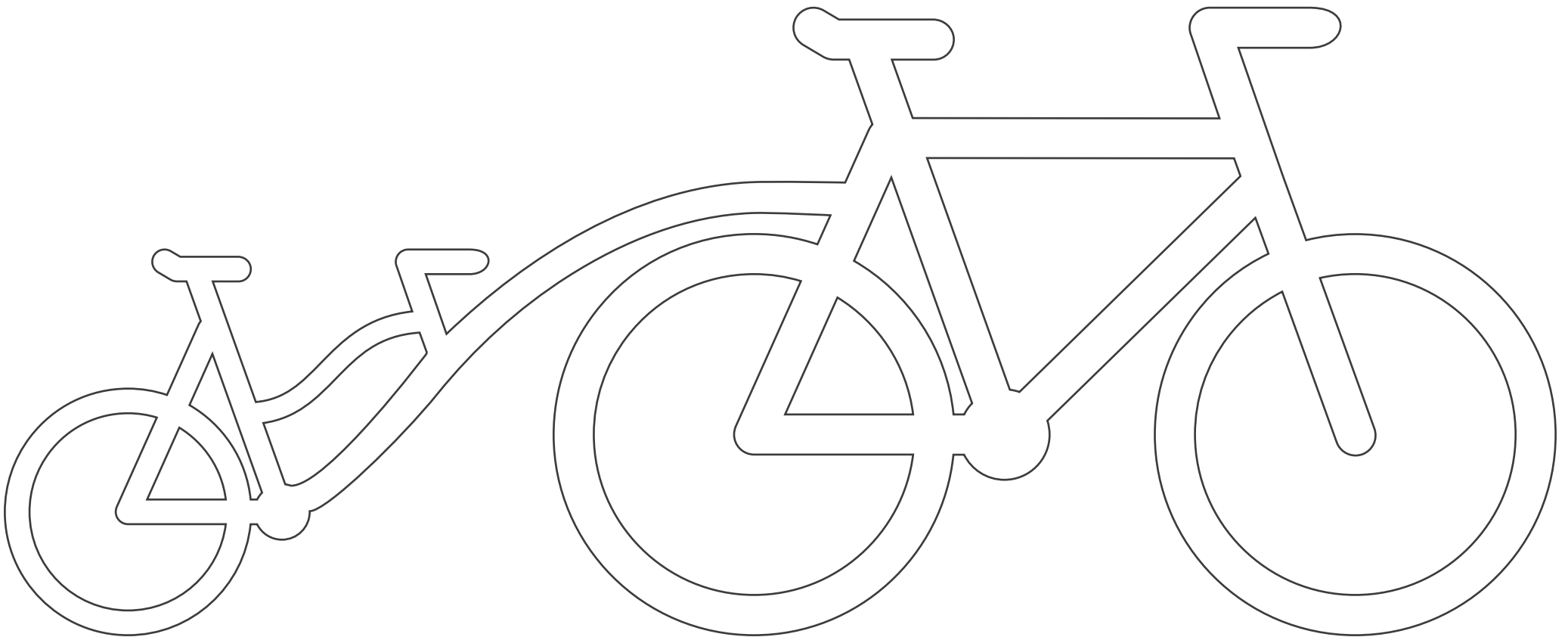


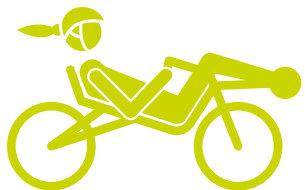
Bike
to School
Week 2019
Drop-frame bicycle



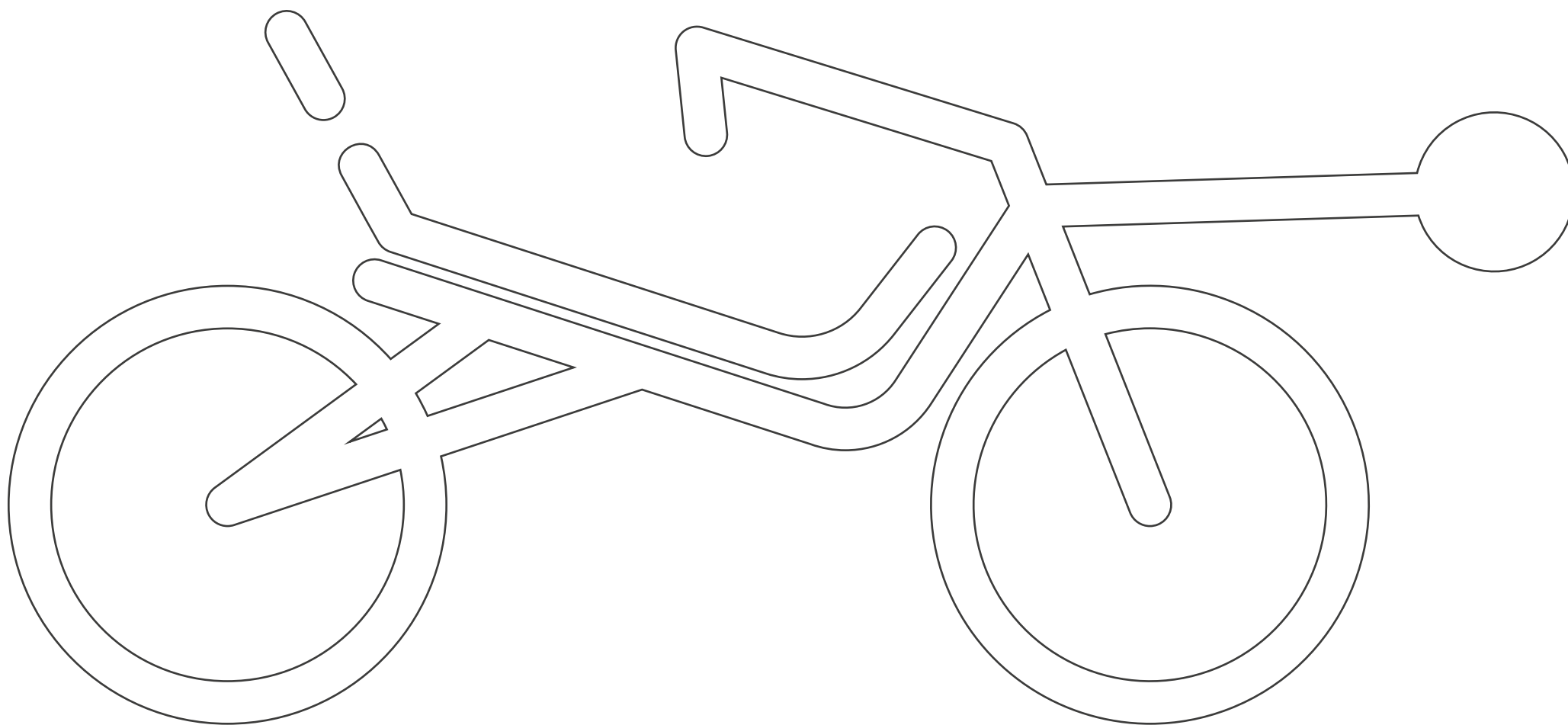


Bike
to School
Week 2019
Tag-a-long



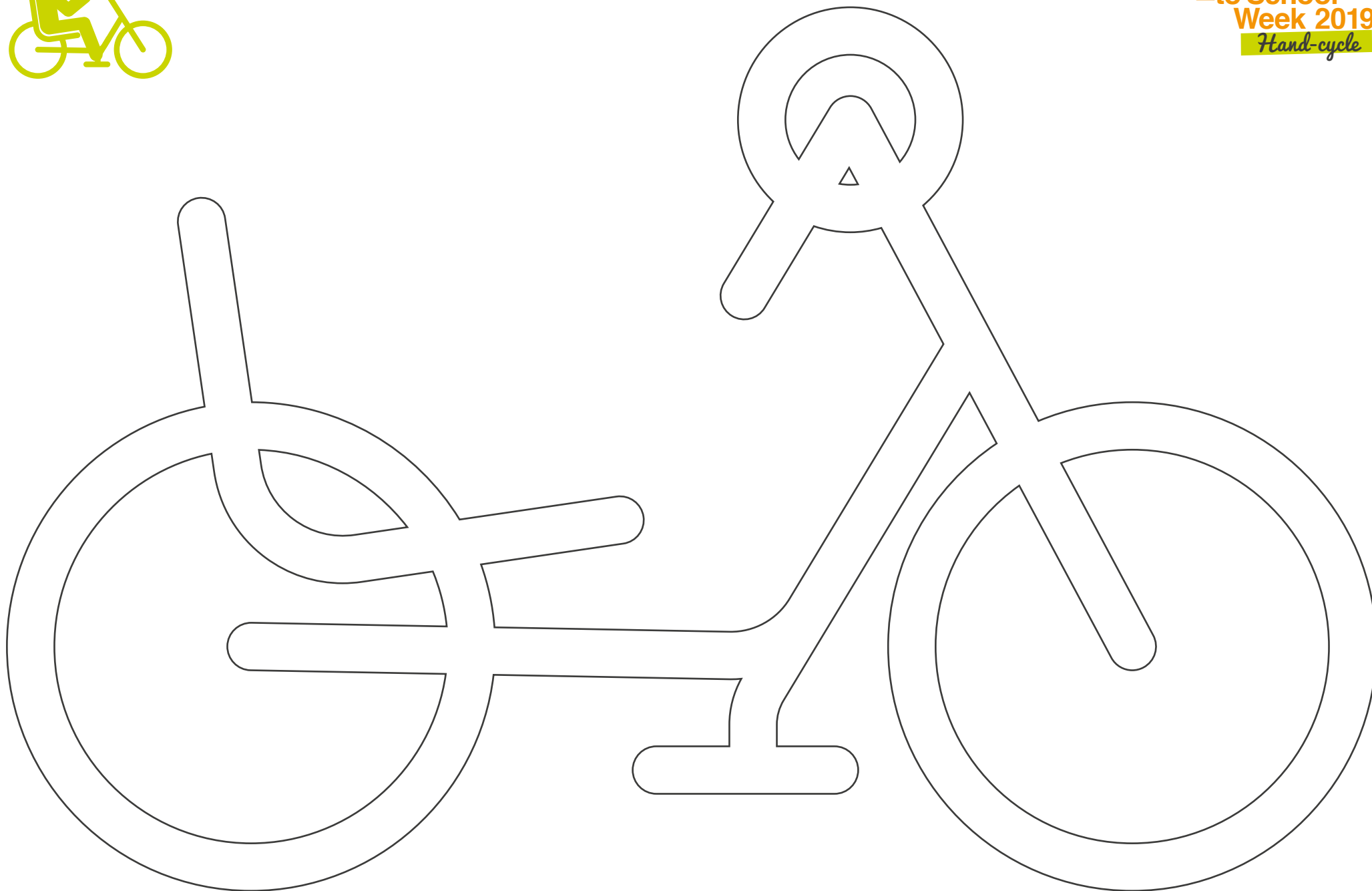


Bike
to School
Week 2019
Recumbent





Bike
to School
Week 2019
Hand-cycle



Teacher notes

Classic bicycle

The classic bicycle is often used to get about but comes in lots of different styles. For example, electric bikes can help power you along.

Notice how the frame drops down on some bikes making it easier to step over the frame.



Who could this type of cycle be particularly good for?

Anyone who is able to balance and power a bike!

Electric bikes are good for all bike users who live in hilly towns and cities. They could also be useful for people who have to be careful about the amount of strain they put on their body.

Dropped frames are good for those with less mobility such as older people.

Tag-a-long

Tag-a-longs are a type of tandem- a cycle designed for two people. They allow for a child's cycle to be fitted to the back of an adult's bike.

Who could this type of cycle be particularly good for?

Young people who are new to cycling or cycling on roads. It's a great way to build up confidence.



Handcycle

Some cycles are designed to be powered by hand. Handcycles can come as one piece or as a 'clip on' attachment for a wheelchair.



Who could this type of cycle be particularly good for?

Those who have reduced or no mobility in their legs.
Anyone who has good mobility and strength in their arms.

Recumbent

If you use a recumbent cycle, you'll be sitting in a laid-back position with your feet first.

Who could this type of cycle be particularly good for?

A recumbent cycling position may be particularly good for those who want to put less strain on their back, knees and hip joints.



Bike to School Week 2019

Day 2

Air pollution detectives



Time needed:

10-15 minutes



Resources needed:

Pencil, paper



Solo/group activity:

Both

Objective:

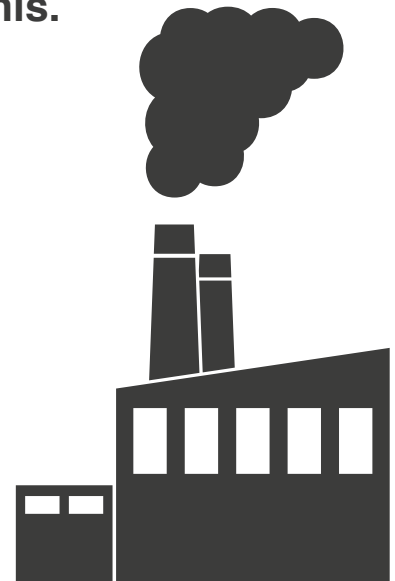
Pupils think about who creates carbon emissions and other air pollutants and how we can change this.

Activity outline:

Discuss what generates carbon dioxide and other air pollutants and how it affects our climate and the air we breathe.

Ask pupils to complete the air pollution detective worksheet by finding and circling different sources of pollution.

Discuss what types of air pollution the pupils identified. List these as emission-generating activities, e.g. transport, agriculture, manufacturing and industry. Talk as a group, is this something we can affect, or is it due to other people?



Inspired by:

School Officers resource — Across the UK, Sustrans school officers work closely with schools, running classroom, playground, and school gate activities to transform the school run.

Email education@sustrans.org.uk to find out more

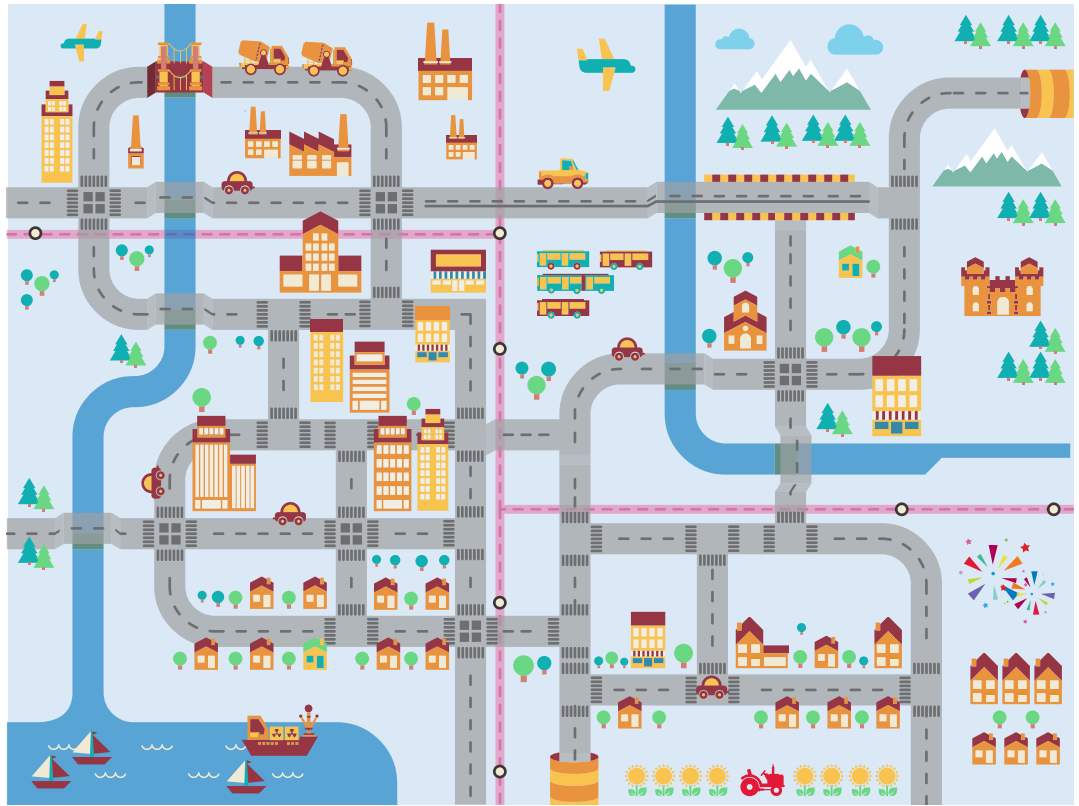
Worksheet

Print the worksheets and cut along the dotted line.

AIR POLLUTION DETECTIVES



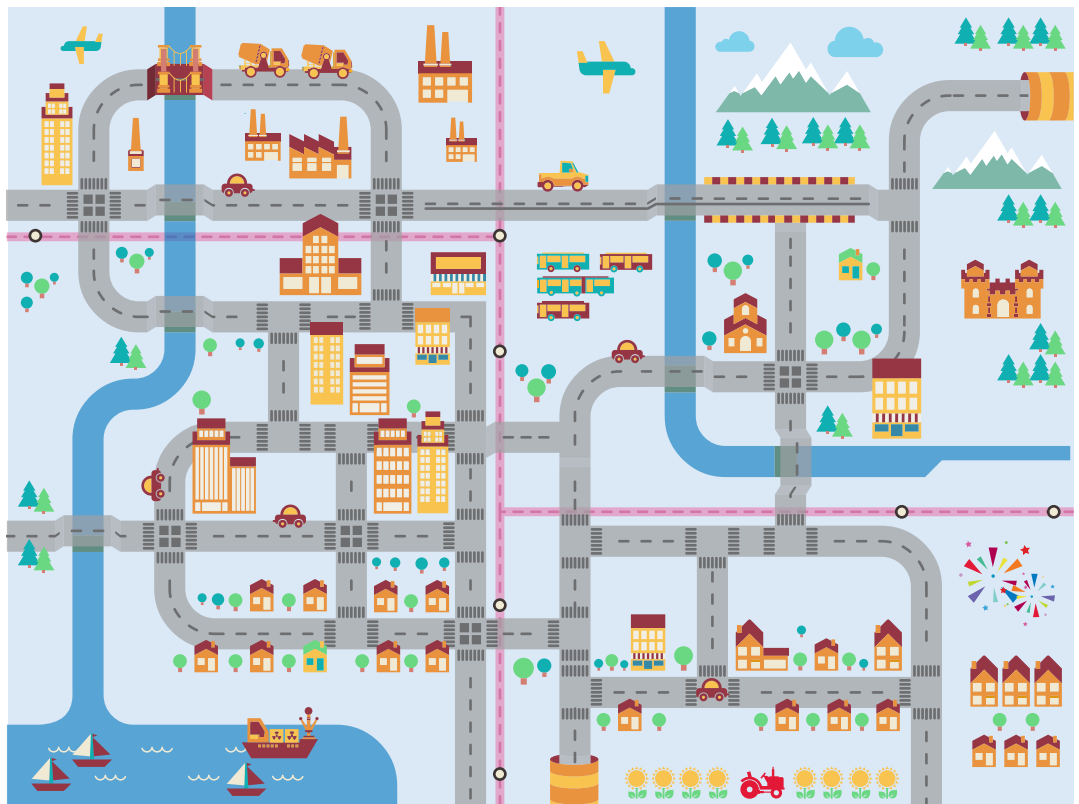
Find and
circle the
different
sources of
air pollution.



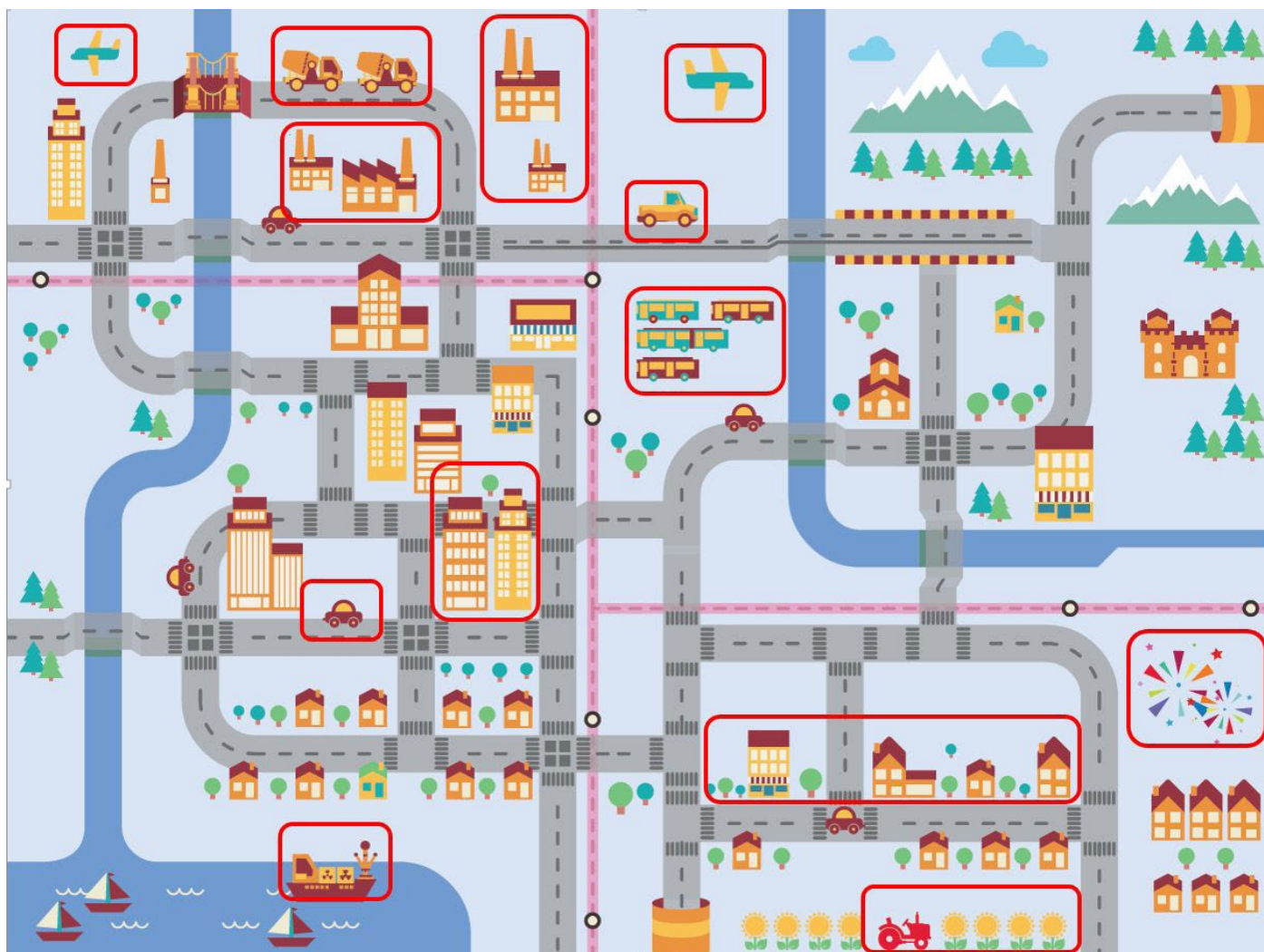
AIR POLLUTION DETECTIVES



Find and
circle the
different
sources of
air pollution.



Teacher notes



Air pollution is gas, dust, fumes (smoke) and smells that are harmful to people, animals and plants

Two people-made sources of pollution in our towns and cities that you will hear a lot about are particulate matter and nitrogen dioxide.

The main sources of these pollutants are our cars and other road vehicles. This can be through burning fuels or through brakes and tyres wearing down.

Air pollution and carbon dioxide also come from...

- Building sites
- Power generation plants
- Agriculture
- Fireworks

Which activities can reduce air pollution around our schools?

- Cycling walking, scooting
- Turn off your engine if you're stopped
- Talk — tell people about it

Bike to School Week 2019

Day 3

My journey to school



Time needed:

15-20 minutes



Resources needed:

Printed story boards,
pencil, paper



Solo/group activity:

Both

Objective:

**Pupils think about their journey to school
and discuss their experiences.**

Activity outline:

Ask the pupils to draw a short storyboard of their journey to school. They start with their house in the first square and end with school in the last one. When all pupils have finished, ask them to write down how they travelled to school.

Ask the pupils to compare drawings in their groups. Which part of the journey do they like/dislike? Ask them to put a traffic light in the corner of each of the squares representing how they feel.

Ask them to count how many 'Greens' and 'Reds' they have. What is the score? What is the class score? Ask the pupils to complete the following statements and discuss as a class or in groups.

- The BEST part of my journey is...
- The WORST part of my journey is...
- My FAVOURITE PLACE in my local area is... because...

Extension

**+ 20 minutes
+ tracing paper**

Your dream journey — Ask pupils to overlap a piece of tracing paper on top of their storyboard.

Ask pupils to make three changes to their journey that would help change it into their ideal journey to school.

Ask, is there another way they could travel? Is there a better route? Could the streets be designed differently?



Inspired by:

Big Street Survey — a curriculum resource which enables pupils to investigate the area around their school and create a manifesto on how to make their streets safer and greener. The Big Street Survey meets numerous curriculum objectives, with various cross-curriculum opportunities and lesson plans.

Email education@sustrans.org.uk to find out more



Home

My journey to school



School

Bike to School Week 2019

Human body

Day 4



Time needed:

20-30 minutes



Resources needed:

Pencil, paper



Solo/group activity:

Pairs and Group

Objective:

Pupils will learn about the effect of activity on the circulatory system and heart.

Activity outline:

Tell pupils that they will be investigating our heart rate and the effect of exercise on heart rate. Start by helping pupils find their pulse on their left wrist, just beneath the thumb.

In pairs, one pupil counts their pulse while the other times 15 seconds on a watch. Multiply by four to get beats per minute. Record and swap roles.

Next, repeat the measurements immediately after one minute of an activity that makes pupils slightly out of breath (eg. running on the spot) and record, before resting completely for two minutes. Record a third pulse rate.

Compare measurements. Discuss the findings and chart the pupils' heart rates. Who had the highest after exercise? Whose was the lowest?

Questions:

- How did being active make them feel?
- How do they differ?
- What is blood for?
A: picks up oxygen in the lungs and deposits it in muscles and organs.
- How does blood get transported around our body?
A: The heart pumps it around.
- How important is the heart to our health?
- Why is 'Active Travel' (cycling, walking and scooting) good for us?
A: Keeps us healthy, we feel happy, good for brain, keeps us motivated and keeps muscles strong.

Inspired by:

Sustrans Big Pedal — Sustrans Big Pedal is the UK's largest inter-school cycling, walking and scooting challenge that inspires pupils, staff and parents to choose 'human power' for their journey to school. The next Big Pedal will take place Wednesday 22 April - Tuesday 5 May 2020.

Find out more at www.sustrans.org.uk/our-blog/projects/2019/uk-wide/the-big-pedal/

Bike to School Week 2019

Day 5

Everyday adventures



Time needed:

20 minutes



Resources needed:

**Computer/ laptop,
projector/ large screen,
paper and pens**



Solo/group activity:

Groups or solo

Objective:

To inspire pupils to think about how their cycle can be used in their spare time.

Activity outline:

Explain that you can use bikes and other types of cycle to get around and explore your local area and beyond. The National Cycle Network and other cycling routes are great places to have these everyday adventures.

Show the pupils Sustrans' Everyday Adventure video.

Then, give the class 10 minutes write a story of an Everyday Adventure they would like to have.

Encourage them to think about their local area. Ask them where they would like to explore? How could they get there using their cycle? Who do they meet? What interesting things could they see along the way? Do they encounter any problems on their adventure? How do they overcome them?

The Everyday Adventure video is available on the resources page at www.sustrans.org.uk/biketoschoolweek (this video is 45 seconds long).

**Extension
+ 20-30 minutes**

Rather than writing a story, why not get pupils into small groups and give the class 20 minutes to create their own 2-3 minute mini play of an Everyday Adventure.

Leave at least 20 minutes to watch all the plays at the end.

Inspired by:

Sustrans' Everyday Adventures on the National Cycle Network campaign #MyEverydayAdventure

Find out more at www.sustrans.org.uk/campaigns/everyday-adventures-photography-competition/