



Junior Bike Doctor

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.

Use the checklist below to investigate the various parts of your bicycle. If you find any problems you might be able to fix them yourself E.g. Pumping tyres, oiling the chain etc. More specialist repairs should be taken to a local bike mechanic.

Additional resources

Video: Show the pupils Sustrans' M-check video to help make sure their cycles are roadworthy each time they ride. The M-Check video is available on the resources page at www.sustrans.org.uk/biketoschoolweek (3 mins 30 long).

Certificate: Pupils can be awarded a certificate for completing all of the Bike to School Week activities. Feel free to share your photos to our social media profiles! #biketoschoolweek



Time needed:
20-30 minutes



Resources and tools needed:

Checklist (next page)
cycle pump, Allen key,
chain oil



Solo/group activity:
Group/with a parent





Junior Bike Doctor Checklist

Brakes

- ☐ Do your brakes stop your bike well?
- ☐ Look at the brake blocks, are they worn?
- ☐ Are the brake levers tight and level?

Wheels & Tyres

- ☐ Check tyres are pumped up and feeling firm. Is the tyre tread on both wheels in good condition or worn?
- ☐ Do the wheels turn easily?

Steering

- ☐ Handlebars should be straight.
- ☐ Does the front tyre line up in the middle when you look down?

Saddle and seatpost

- ☐ Give your saddle a wiggle to ensure the seat clamp is tight and the saddle doesn't move.

Pedals and chain

- ☐ Spin your pedals, do they move smoothly?
- ☐ Take a look at your chain, it should be silver or grey not rusty brown! Make sure you add a little bike oil to the chain links regularly to help it work well.

Frame

- ☐ Check over the frame for damage, dents and rust. It's important to keep your bike clean and dry after use to keep it in tip-top condition!





Cycling for everyone

Objective

Learn about different types of cycles and cycle users. Learn about different types of cycling infrastructure.

Activity outline

In groups or alone, pupils research types of adapted cycle, e-cycle, cargo cycle and trailers, as well as infrastructure to support the use of cycles in towns and cities.

Create a poster promoting cycles as a mode of transport for everyone.

Extension + 20 mins

Get your class to present their posters and talk about their ideas for making cycling more inclusive for everyone.

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

Bike It At Home, developed by our London Schools Officers during lockdown.

Additional information from **Wheels for Wellbeing** at wheelsforwellbeing.org.uk.



Time needed:
30 minutes



Resources needed:
Poster paper, coloured pencils or pens



Solo/group activity:
Both

Today's Kahoot quiz

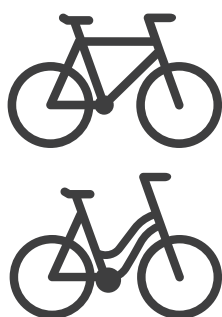
Visit the teacher's resources page at www.sustrans.org.uk/biketoschoolweek to join in the fun on Kahoot!

Or find the quiz at www.sustrans.org.uk/btswday1



Cycling for everyone

Teacher's 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! 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.





Cycling for everyone

Teacher's notes



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.



Cargo cycles and trailers

Cargo cycles have a compartment attached, designed for carrying extra things. You can make your cycle into a cargo bike by attaching a trailer.

Who could this type of cycle be particularly good for?

Cargo cycles and trailers are typically used by businesses to transport freight and goods, and also by parents to transport their children.



Electric Cycles

Electric cycles, or E-cycles, provide some electrical assistance and reduce the amount of physical effort required to ride.

E-cycles come in many forms, from the standard, two-wheeled bicycle, to tricycles and cargo cycles!

Who could this type of cycle be particularly good for?

E-cycles are great for anyone who might want to make their journey a little physically easier. They are useful for businesses to transport heavy or bulky items using an electric cargo cycle. They could also be useful for people who have to be careful about the amount of strain they put on their body.



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



The cycling holiday of a lifetime

Objective

Locating countries of the world, identifying similarities and differences and developing a cycle trip itinerary.

Activity outline

Pupils imagine they are cycling across the world. (Either provide specific countries for pupils/groups of pupils or they choose their own).

Using the The Cycling Holiday of a Lifetime sheet, pupils investigate facts about their chosen country (capital, flag, food, drink, landmarks to visit etc.) and decide what they may need to take with them when cycling across it (waterproofs, sunhat, binoculars, water etc.).

Extension + 20-30 minutes

To make this learning active, display the completed The Cycling Holiday of a Lifetime sheets around the learning space, create mini passports for pupils to travel around and visit the sheets, noting facts as they go. How many different places and facts can they explore on their world tour?

Inspired by

This learning resource is brought to you by our Bike to School Week partner, the Bikeability Trust, from their "Tools for Schools". Find out more, and access their free toolkit for schools to promote and celebrate cycling, at: www.bikeability.org.uk/tools-for-schools



Time needed:
30 minutes



Resources needed:
The Cycling Holiday of a Lifetime worksheet
A variety of research sources
i.e. maps, books, internet
access for research



Solo/group activity:
Both

Today's Kahoot quiz

Visit the teacher's resources page at www.sustrans.org.uk/biketoschoolweek to join in the fun on Kahoot!

Or find the quiz at www.sustrans.org.uk/btswday2



Country



Capital city

Flag

Traditional food

Language(s) spoken

Weather

Famous sights to visit

Population

What might I need for my cycling holiday when I visit this country?



My journey to school

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...

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.



Time needed:
15-20 minutes



Resources needed:
Printed story boards (next page), pencil, paper



Solo/group activity:
Both

Today's Kahoot quiz

Visit the teacher's resources page at www.sustrans.org.uk/biketoschoolweek to join in the fun on Kahoot!

Or find the quiz at www.sustrans.org.uk/btswday3



Home

My journey to school



School



Let's cycle more

Objective

Use persuasive writing to increase the number of people cycling, supporting their health and the environment.

Activity outline

Pupils choose a subject to write about. For example:

- Cycling is good for the environment
- To encourage as many pupils to cycle to school, for daily journeys, or for leisure with their family
- Cycle storage in school would encourage more pupils to cycle to school
- Hold a 'Cycling day at school' to share how important cycling is for our environment and health

Use the persuasive writing checklist to plan and develop the persuasive writing piece.

Extension + 20-30 minutes

To make this learning active, introduce a Walk and Talk activity eg walking in 2s, one pupil reads their piece out, receives feedback, before swapping over. This will provide pupils with peer feedback to support the refining and completing of their persuasive writing pieces.

Inspired by

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Time needed:
30 minutes



Resources needed:
Persuasive writing checklist
(1 per pupil, next page)



Solo/group activity:
Solo

Today's Kahoot quiz

Visit the teacher's resources page at www.sustrans.org.uk/biketoschoolweek to join in the fun on Kahoot!

Or find the quiz at www.sustrans.org.uk/btswday4



Let's cycle more

Persuasive writing checklist

- ☐ Have you decided on a clear audience such as Head Teacher, pupils, families, community or other?
- ☐ Does your title have a strong message? You need to hook the reader in! Maybe choose your title once you have written your piece – something great may come up as you write.
- ☐ Have you included reasons for readers to support your viewpoint?
- ☐ Have you researched and shared facts and evidence to support your reasons?
- ☐ Is your piece kind and considerate - everyone has different views on what is right and wrong, be respectful when choosing your words. You can still do this and have a strong opinion of your own?
- ☐ Have you looked at the other side of the argument? It is good to be aware of how others might think or feel.
- ☐ You may want to use some rhetorical questions towards the end of your writing.
- ☐ Have you used a strong closing statement to summarise your argument?





Playground cycle and scooter skills

Objective

Pupils practice their cycling and scooting skills in the playground including starting, stopping and balancing.

Activity outline

Set up a course using cones, chalk, poles or other gym equipment. The course could comprise the following features:

Slalom – pupils slalom left to right between marked points.

Funnel – pupils keep between two lines, which steadily get closer together.

Freewheel zone – pupils stop pedalling/pushing between two marked points on the course, and try to keep their balance as they slow down.

Stop box – pupils use their brakes to come to a controlled stop within a marked box.

Before riding, get pupils to check their bikes are safe to ride and their helmets fit, following the Junior Bike Doctor and helmet fitting guides.

Split pupils into groups of 5 to tackle the skills course one group at a time. Each group should get 3-4 goes at the course in 15 minutes to hone their skills.

Depending on size of school playground, you could end the session with a whole class ride around the perimeter.

Inspired by

Wheely Good Skills playground sessions, run as part of The Big Pedal challenge in 2019 by some of our Schools Officers.



Time needed:
15 minutes per class



Resources needed:
Pupils will need their own cycles/scooters and helmets
Junior Bike Doctor activity (p1)
Helmet fitting guide
Cones, chalk, poles or other materials to mark a course



Solo/group activity:
Group

Today's Kahoot quiz

Visit the teacher's resources page at www.sustrans.org.uk/biketoschoolweek to join in the fun on Kahoot!

Or find the quiz at www.sustrans.org.uk/btswday5

Helmet check

How to correctly fit a bike helmet



Two fingers
above your eyebrows to
the bottom of your helmet



Four fingers
to make a V-shape around
the bottom of your ears



One finger
under the strap
beneath your chin



Helmet straps not clipped



Helmet too far back
and to the side



Helmet tilted forward

Certificate of



Awarded to

Signed: _____

Date: _____

For completing the activities on every day
of Bike to School Week 2020



**Bike
to School
Week 2020**

