

Cycle Friendly Primary School Award

Lesson Plans

A suite of eight cycling themed lessons to support teachers delivering the Curriculum for Excellence



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Curriculum for Excellence colour key



Expressive Arts



Health & Wellbeing



Languages



Mathematics



Religious Education



Science



Social Studies



Technologies

Foreword

Cycling can play an integral part in cross-curricular learning, providing an engaging and rich wealth of opportunities for school pupils.

This guide contains eight lessons created specially for Cycling Scotland to support teachers delivering the Curriculum for Excellence. These eight cycle themed lessons cover all eight curricular areas, and link directly to specific experiences and outcomes. Each lesson is colour coded consistently for ease of reference (see fig 1.0).

The lessons can be delivered throughout the academic year, and neatly complement other school cycling activity such as cycle training. These plans demonstrate that cycling is an ideal activity for all teachers to establish outdoor learning firmly within the Curriculum of Excellence. In addition to these lesson plans' Cycling Scotland supports School Cycle Training with resources and instructor training for those delivering programmes to the national standard. These programmes play a key role in creating a school environment conducive to cycling.

Our Cycle Friendly Primary School Award seeks to encourage cycling as part of a whole school culture. These lesson plans provide an opportunity for all teaching staff to get involved, connecting outdoor learning experiences with continued cycling themed activity inside the classroom.

Cycling Scotland is always looking for opportunities to facilitate and promote shared learning. If you have your own cycling themed lesson or idea we would love to hear from you.

Thank you

Cycling Scotland Development Team



Cycling leaflets

Curricular Area



Expressive Arts - Art and design

'I can create and present work that shows developing skill in using the visual elements and concepts.'

EXA 2-03a



Literacy and English - Writing

'I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.'

LIT 2-24a



Grouping

Individuals and groups

General Learning Intention

Design and write a factual leaflet which persuades drivers to allow space on the road for pupils cycling to school.

Specific Learning Intentions

- Write a slogan for the leaflet
- Make use of colour and design to highlight the main message.
- Write factual information which will engage the reader.

Previous Learning

- Pupils should already have an understanding of how to use colour and tone to achieve differing effects.
- Pupils should have discussed the issues surrounding cycling to school (e.g. fast moving traffic around the school).

Resources

- Paint, coloured pens and pencils.
- Paper
- Computers
- A selection of leaflets (tourist attractions, campaigns)

Lesson introduction

Ask pupils to review a range of different leaflets and note the key features in terms of layout and presentation. How has colour, font, size of text been utilised?

Main activity

Ask for suggestions from the class on what colours will grab attention, which parts of the leaflet should have larger text, what is the purpose of the illustrations? Pupils should then write a plan of what they want to include in their leaflets in terms of text, layout, images and design. Pupils can then begin work on their leaflet.

Plenary

Ask pupils to volunteer to show their leaflets and talk through their decisions.

Extension

Pupils could design keyrings to accompany their leaflets which could be sold at school events.



Your finished leaflets can be distributed to parents and used to heighten awareness in advance of schools delivering cycle training programmes. Pupils can engage with Junior Road Safety Officers to discuss the key messages.

Organise a bike breakfast

Curricular Area



Health and wellbeing, Physical activity and health

'I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing'

HWB 2-28a



Nutrition

'By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan'

HWB 2-30a



Grouping

Whole class and collaborative groups.

General Learning Intention

Organise a healthy bike breakfast for pupils who cycle to school.

Specific Learning Intentions

- In collaborative groups, identify healthy breakfast options which can be prepared at school. Vote for healthy options
- Organise management of the event by assigning roles for each pupil

Previous Learning

- Pupils should have explored the different food groups and identified what constitutes a healthy nutritional balance
- Pupils should be able to make the connection between what they eat and how they fuel their bodies
- The school should be promoting cycling to school as part of a wider initiative to encourage active travel, cycle training and the promotion of healthy lifestyles

Resources

- Paper and pencils
- Computers
- Powerpoint/IWB presentation with example images of breakfast ingredients
- Sticky dots, 3 per pupil
- Flipchart/A3 paper

Lesson introduction

Introduce to the class that they are going to be responsible for organising a Bike Breakfast for the rest of the school. Each pupil who cycles to school on a designated day will receive a free breakfast. The breakfast must be healthy, discuss what is meant by healthy? Ask for suggestions from the class on the types of foods which they consider to be healthy and which could be ingredients for a breakfast option. Use the powerpoint/IWB presentation as stimulus for discussion. How can pupils find out whether foods are healthy or not?

Main activity

Pupils must think, pair, share healthy options that would be suitable to prepare and serve at the Bike Breakfast. Pairs join with another pair and share their ideas for healthy breakfast options. Groups should write down 3 options that they will present to the rest of the class. Once all groups have presented their 3 options and these have been noted down on the flipchart/A3 paper pupils can vote on their favourite 3 options from all of those provided. Each pupil receives 3 sticky dots with which to vote. The 3 options with the most dots will be served at the Bike Breakfast.

Plenary

Decide on roles for the day of the Bike Breakfast.

Extension

Introduce a budget that pupils must adhere to and the expected number of pupils to cater for. Prices for ingredients can be sourced from a supermarket website.



You could organise your bike breakfast during walk to school week.

Cycling poem carousel

Curricular Area



Literacy and English - Writing

'Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.'

Eng 2-31a



Listening and talking

'When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.'

LIT 2-02a



Grouping

Mixed ability pairs, collaborative groups and individuals.

General Learning Intention

Write a 'senses' poem drawing on the experience of a class cycle ride.

Specific Learning Intentions

- Work collaboratively to create a bank of relevant words relating to each of the five senses
- Identify and use appropriate adjectives to convey the sights, sounds, feel, smells and tastes experienced on the cycle ride

Previous Learning

- Pupils should already have an understanding of the different types of poems and experimented writing them in different contexts and for different purposes
- Pupils should have participated in a led cycle ride as part of a school outing. During the ride, attention can be drawn to different aspects of biodiversity, the built environment and other points of interest

Resources

- A3/flipchart paper
- Marker pens, different colours
- Stimuli gathered from the trip e.g. pictures, photos, items (pine cones, leaves, twigs, earth etc.)

Lesson introduction

In pairs, ask pupils to reflect on their recent cycle ride. What did they hear, smell, see, taste and feel? Think, pair, share with a partner.

Main activity

Group pairs into five groups and give each group a different coloured marker pen. Five stations should have been created before the lesson with a stimulus representing a different sense on each table. Use the carousel technique to rotate each of the groups round the stations. Each group has a different colour of pen and should try to add different words from the previous groups relating to the particular sense and drawing on their experience of the cycle ride.

Class discussion - once time is up and all groups have visited each station the word bank 'posters' can be displayed and discussed as a whole class to ensure understanding and use of the words in the correct context. Individual task - ask pupils to write a poem about their cycle ride based on the five senses word bank.

Plenary

Ask pupils to share their poems with the rest of the class.

Extension

Pupils can create a slideshow to accompany their poem.

Getting out on your bike and making journeys is one of the best ways to get to know your local area. Harness the experience of a led cycle ride with your class through literacy in the classroom.

Buying a bike

Curricular Area



Numeracy - Number, money and measure

'I can manage money, compare costs from different retailers, and determine what I can afford to buy.'

MNU 2-09a



Grouping

Mixed ability pairs and individuals.

General Learning Intention

Working to a specified budget, select a bike and ancillary safety equipment appropriate for the journey to school.

Specific Learning Intentions:

- Work with a partner to determine the type of bike and safety equipment needed for the journey to school
- Compare prices of similar products on different websites to ensure the 'best deal' within the given budget.
- Calculate the sale prices of products, working with percentages.

Previous Learning

- Pupils should have an understanding of the purpose and meaning of a budget.
- Pupils should be able to perform calculations involving percentages.
- Pupils should have discussed active travel and explored the types of bikes and equipment used.

Resources

- Computer per pair of pupils
- Monopoly money
- Prepared 'sale' signs, differentiated for varying abilities

Lesson introduction

Dependent on the varying abilities in the class, set pairs an appropriate budget with which they have to buy a bike and ancillary safety equipment. Monopoly money could be given to the pupils in an envelope so they have to count it to find out their budget. Provide a list of websites that the pupils can choose from e.g. Alpine bikes, Halfords etc. Children have to decide in pairs what type of bike they are going to buy for cycling to school (is a mountain bike the most appropriate style?).

Main activity

Once pupils have decided what type of equipment they would like to buy they should visit 2 websites to compare the prices of the chosen products to ensure they make purchases within budget and get the 'best deal' available. Pupils should record the details and total the amount. They should also write a paragraph which justifies their choice of items for the journey to school.

Plenary

Pairs take turns to present their chosen products and reasons for choosing them. The rest of the class should be encouraged to ask questions relating to their decisions.

Extension

Introduce a sale and hand out prepared sale signs to pairs (eg. 75% off helmets, 25% off hivy clothing etc.) Pupils then have to recalculate their totals.



The Bikeability Scotland Training Programme forms level three of the national standard and covers "Kitting yourself out". You can view Bikeability Scotland resources by visiting bikeabilityscotland.org

Cycling role models

Curricular Area



Religious and Moral Education

'I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.'

RME 2-09c



Grouping

Whole class and collaborative groups.

General Learning Intention

To discuss what constitutes a role model in today's society by examining the lives of well known cyclists.

Specific Learning Intentions

- Describe what a role model is
- Identify desirable qualities of a role model

Previous Learning

- Pupils should have previously discussed what they consider to be a moral person.
- Pupils should have learnt about Patron saints and how they come to be.

Resources

- Flipchart paper
- Marker pens
- Computers

Lesson introduction

Discuss with the class what a role model is? Pupils may identify some similarities with a Saint i.e. someone we can look up to, leads an exemplary life, inspires us to be better people.

Main activity

Tell the class that they are going to decide who they should have as a 'Cycling Champion' for their school. As a class, encourage pupils to suggest qualities that they think are important for a role model. Split the class into mixed ability groups and assign individuals with roles e.g. resource manager, reporter, time keeper etc. Give each group a cycling celebrity from a list (e.g. Mark Beaumont, Jody Cundy, Sir Chris Hoy, Victoria Pendleton, Danny MacAskill, Shanaze Reade).

Groups should work collaboratively to research their assigned cycling celebrity on the internet and identify qualities that would make them good role models for their school by asking questions such as 'Why would people look up to them, what is special about them/what have they achieved. How would they inspire the pupils and staff?'

Plenary

The reporter from each group should present their case to have their celebrity as the school 'Cycling Champion'.

Extension

Ask pupils to think about the people they've discussed today and what they think is the most important quality they have identified and why.

Biodiversity cycle ride

Curricular Area



Science - Biodiversity and interdependence

'I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.'

SCN 2-01a



Grouping

Individuals and groups.

General Learning Intention

Create a biodiversity bike trail frieze.

Specific Learning Intentions

- Identify and photograph examples of biodiversity on a pre-planned cycle ride.
- Cycle safely through a natural setting.
- Research and annotate the photographs.

Previous Learning

- Pupils should have an understanding of the meaning of 'biodiversity'.
- Pupils should be able to ride a bike, both on and off-road.

Resources

- Computers
- Digital cameras

Lesson introduction

Introduce to the pupils that they are going on a bike ride to find examples of biodiversity. Set a timer and ask them to think, pair, share what they think they may find. Ask pupils to feedback one example each to the teacher to write on the board. Categorise the examples under broad headings.

Main activity

Organise pupils into groups of 4 and give each one a category to search for along with a digital camera. Lead pupils on a bike ride on a pre-planned, risk assessed route through a natural setting. Stop periodically to allow pupils in previously assigned groups the opportunity to search and photograph different examples or biodiversity.

Once back in class pupils can research what they have photographed. They should prepare a short paragraph to accompany each photo. Using a long piece of frieze paper, groups should work together to draw the trail they rode on their bikes. Groups must then choose a selection of their photos and stick them according to where the example of biodiversity was found. The photos should then be annotated using the paragraphs, creating a whole class biodiversity trail.

Plenary

Groups can present their parts of the trail to the rest of the class and explain why they chose these points of interest to include on the frieze.

Extension

Pupils can add illustrations of other plants and animals to decorate the frieze.



Cycle treasure hunt

Curricular Area



Social Studies - People, place and environment

'To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.'

SOC 2-14a



Grouping

Mixed ability groups.

General Learning Intention

Use mapping skills to devise a treasure hunt which is accessible for cyclists.

Specific Learning Intentions

- Write clues which relate to the theme of the hunt and the map.
- Use knowledge of maps to identify locations which are accessible by bike.
- Read and write 6 figure grid references.

Previous Learning

- Pupils should have viewed the presentation on how to read grid references, symbols and features on the Ordnance Survey website. ordnancesurvey.co.uk/mapzone
- Pupils should have completed exercises using maps to find specific features, symbols and places so that they are familiar with these aspects of map work. ordnancesurvey.co.uk/docs/legends/25k-raster-legend.pdf

Resources

Maps for each group of a local area such as a country park or similar where there are off-road paths suitable for cycling.

Lesson introduction

Groups of pupils are going to devise a cycling treasure hunt for fellow groups of pupils to solve using their map skills. Give out maps of the area to be used and ask pupils to develop a theme for their treasure hunt e.g. a murder mystery.

Main activity

In their groups, pupils must construct a number of clues (5 should be achievable for the actual hunt) which relate to their chosen theme. Clues must relate to the place which is next in the chain of clues and be easily accessible on bike. Clues can be anagrams of the next location, they could make up a rhyme etc. Groups will be competing with each other to solve each other's hunt at the same time to add an element of competition although all groups should devise 'treasure' to be found at the end of the hunt. Groups must record the 6 figure grid reference of where each clue is as when the hunt is conducted each group must note the grid ref of each clue's location found to be successful.

Plenary

Groups pick names out of the hat to find out which of the other group's hunts they will be trying to solve when they come to carry out the practical trail on their bikes.

Extension

Pupils can include characters, illustrations and more clues for the hunt.

Cycling vox pops assembly

Curricular Area



Technologies - ICT to enhance learning

'I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.'

TCH 2-04b

'I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.'

TCH 2-04a



Literacy and English - listening and talking

'I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.'

LIT 2-06a



Social Studies - people, place and environment

'Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.'

SOC 2-09a



Grouping

Collaborative groups.

General Learning Intention

Prepare an assembly for the rest of the school to encourage them to cycle to school.

Specific Learning Intentions

- Research facts about cycling that would encourage pupils to cycle to school and their parents to support them.
- Interview pupils, staff and parents (if available) on why they think cycling to school is important
- Collate video clips, images and text to create a persuasive presentation.

Previous Learning

- Pupils should have researched the benefits of cycling in terms of health and wellbeing and the environment.
- Pupils should be aware of the arguments for and against cycling.

Resources

- Computers
- Digital cameras

Lesson introduction

Pupils are going to create and deliver a school assembly to encourage cycling. In groups, pupils should brainstorm the key points that they think should be highlighted drawing on their previous knowledge.

Main activity

Organise pupils into mixed ability groups for research, interviewing, post-production and presenters. The groups can then collaborate to brainstorm which questions they would like to ask and to whom. Some additional research may be required, questions should be written out and presenters and the post-production teams should discuss the time and resources available etc. The post production group should collaborate with the interviewers to edit the video interviews or 'vox pops'. The researchers and presenters should collaborate on the text which will be included in the presentation.

Plenary

Ask pupils to present the first draft of the assembly to the class. Pupils should identify any areas that could be improved.

Extension

Add a soundtrack to the presentation.



The Bikeability Scotland Cycle Training Programme forms level three of the national standard and covers "Ready! Preparing for the road". You can view Bikeability Scotland resources by visiting bikeabilityscotland.org



Organisations like Cycling Scotland and Cycling UK carry regular links to cycling news stories. Visit: www.cycling.scot and cyclinguk.org for inspiration

For more information on the Cycle Friendly School Award please contact:

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You can find more training opportunities and resources for delivering school cycling programmes at [cycling.scot](https://www.cycling.scot)

Cycling Scotland engages with a number of partner agencies involved in promoting cycling in schools.

