



LESSON PLAN

TITLE: PARTS OF THE BIKE, TRAFFIC SIGNS AND REGULATION

DURATION: 7 lessons

MAIN SUBJECT: NATURAL SCIENCES AND ENGINEERING

GRADE LEVEL: 4th grade

LEARNING OBJECTIVES: Students:

- name and describe component parts and mandatory equipment of the bike.
- know how to maintain it in a good condition.
- explain the meaning and the importance of the helmet when riding a bike.
- explain why we use traffic signs.

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UNIT	LEARNING MATERIAL, INSTRUMENTS	CROSSCURRICULAR LEARNING
PARTS OF THE BIKE, TRAFFIC SIGNS AND REGULATION	<ul style="list-style-type: none"> - Radovednih 5, Z glavo na kolo. Manual preparing students to ride a bike and pass the exam. - Worksheets: Well-equipped bike and a cyclist, Analysis of the school way - Bike - Helmet - Bike trail with obstacles 	<p>Natural sciences and engineering Mathematics Art Slovene language</p>

PARTS OF THE BIKE, TRAFFIC SIGNS AND REGULATION

LESSONBLOCK - BEHAVIOUR			
WHAT?	HOW?	WHY?	LEARNING OBJECTIVES
Students renew and supplement their knowledge of bicycle equipment.	<ul style="list-style-type: none"> - In the classroom students watch and use interactive material to learn about the mandatory bike equipment. (picture 1) 	It is very important for the students to know the mandatory equipment of the bike since they use it a lot in their free time and to get to school.	Students name and describe component parts and mandatory equipment of the bike.
Why do we need a helmet while cycling?	<ul style="list-style-type: none"> - Students learn why cyclist need helmets, how to fasten the helmet correctly. (picture 2) - Students realize the importance of wearing the helmet. We demonstrate the correct use of the helmet. (picture 3) 	Cycling can be dangerous, therefore it is very important that students use a helmet and that they can fasten it up on their heads properly	<p>Students know how to maintain it in good condition.</p> <p>Students explain the meaning and the importance of the helmet when riding a bike.</p> <p>Students explain why we use traffic signs.</p>
What is the meaning of road signs? Why do we use them?	<ul style="list-style-type: none"> - Students discuss the importance of traffic signs, their forms, use. (picture 4) 	Students on their bicycles are the participants in traffic and it is important for them to know the meaning and the importance of the road signs.	

<p>Students use a worksheet to check their new knowledge of bicycle equipment.</p> <p>We name the mandatory parts of the bike and say why we need them.</p> <p>Why do you need to maintain and take care of the bike on a regular basis?</p> <p>We check our bike and look at what needs to be repaired or supplemented.</p>	<ul style="list-style-type: none"> - In front of the school (schoolyard) every student does the tasks on the worksheet: Well-equipped bike and cyclist. (picture 5) - Students recognize and name the main parts of the bike and describe their use. (picture 6) - We discuss the importance of the appropriate maintenance of the bike. - Every student gets a piece of paper, inspects the bike and writes down all the necessary parts-checks if the bike has the appropriate equipment. (picture 7) 	<p>Every student checks their bike to see if they have all the mandatory equipment. Anything missing must be fixed</p>	
<p>How to use the helmet correctly? Every student correctly fastens his helmet to his head. We check and fix it.</p>	<ul style="list-style-type: none"> - Each student fastens his/her helmet correctly. (picture 8) 	<p>It is very important to use the helmet properly and thus protect ourselves.</p>	
<p>A skilful ride of a bicycle on the polygon.</p>	<ul style="list-style-type: none"> - They use their bikes and go through the bike trail with obstacles. (picture 9) 	<p>When riding a bicycle, we can encounter various obstacles where we need to be skilful enough to avoid them safely.</p>	

<p>We refresh our knowledge of bike equipment and road signs.</p>	<ul style="list-style-type: none"> - In computer classroom students get to know the program with a bike to school. Students revise and refresh their knowledge on bike equipment, use of the helmet. (picture 10) 	<p>We use different ways of learning, and consolidating knowledge, including the computer program.</p>	
<p>Is our way to school safe?</p>	<ul style="list-style-type: none"> - We head out to observe the safe way to school. We look at the traffic signs, crossroads, pavements...we talk about how to get to school safely. (picture 11) - Students do tasks on the worksheet Analysis of the school way. (picture 12) 	<p>Students mostly take the same route to school and home every day, thus it is necessary for them to be aware of the dangerous sections and know how to avoid them or how to protect themselves when on these sections.</p>	
<p>Have I learned anything new? Was it interesting to me to learn? How did I feel while I was learning?</p>	<p>Finally, we discuss whether they liked the tasks and the lesson or not. Did they learn anything new? Students have to choose one of the spots. Each spot has a special meaning. The first spot means: I have learnt a lot. I felt great doing the task.</p>	<p>STUDENTS explain what they have learned, what they liked and what they would change. TEACHER accepts students' feedbacks and consider them for the future preparations.</p>	

	<p>The second spot means: I have learnt something new. I felt well. The third spot means: I have learnt little. I felt bad. Students decide and pick their spot. They get instructions to talk about their feelings during the task. The teacher checks every group. The teacher's emphasis is on the third spot/group. Teacher uses questions to stimulate students' thoughts and encourage their expressing: what have they learnt, how was the learning outside the classroom, how did they feel, did they work together as a group, etc. (picture 13)</p>		
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SUSTAINABLE MOBILITY DISSEMINATION OF GOOD PRACTICE AMONG DIFFERENT AGE GROUPS		
STUDENTS from 1st TO 3rd GRADE	STUDENTS FROM 6th TO 9th GRADE	STUDENTS FROM 1st TO 9th GRADE
<ul style="list-style-type: none"> - Cycling in the schoolyard. - Vehicle trail with obstacles for the students. - Recognizing, understanding and learning about traffic signs. - Visit and tips from the police officers and firefighters. 	<ul style="list-style-type: none"> - Cycling circle around the neighbourhood - Cycling challenge: <ul style="list-style-type: none"> o I cycle and i count the kilometres. o Bike tour in my city or region. 	<ul style="list-style-type: none"> - The project »pešbus«: <ul style="list-style-type: none"> o We encourage students to walk to school or ride a bike.

Picture 1

Oprema kolesa

Brez kolesa ni kolesarjenja, ni pa vsako kolo varno. Kolo mora biti **ustrezne velikosti**, biti mora **tehnično brezhibno** (delujejo zavore in pogonski sistem, ustrezno napolnjene zračnice ...) in imeti mora **obvezno opremo**:

- prednjo in zadnjo zavoro,
- belo sprednjo luč,
- rdečo zadnjo luč,
- zadnji odsevnik rdeče barve,
- rumene odsevnike na pedalih,
- rumene bočne odsevnike,
- zvonec.



KOLO Z OBVEZNO OPREMO
V krožce vpiši ustrezne številke posameznih delov obvezne opreme kolesa.



Picture 2

Oprema kolesarja

Kolesarska čelada je najpomembnejši del kolesarjeve opreme. Za mladostnike do 18. leta je obvezna. Čelada nas ob morebitnem padcu ščiti pred poškodbami glave. Posledice takšnih poškodb so lahko zelo hude in okrevanje je dolgotrajno.

KAKO IZBRATI USTREZNO ČELADO?

- Čelada mora biti **ustrezne velikosti** in se mora dobro prilagati glavi. To preverimo tako, da glavo nagibamo v vse smeri pri tem se nam čelada ne sme premikati.
- Čelada ne sme biti povezana preveč na oči ali preveč nazaj na zaštitno ploščo. Rob čelade naj bo približno na sredini čela oziroma dva prsta nad obrvmi.
- Povezovalna trakova, ki tečeta od čelade do zaponke pod brado, morata biti napeta in speta tik pod ušesom. Trak pod brado ne sme biti ne pretesen in ne preohlapen.
- Med vožnjo mora biti čelada vedno zapeta. Nezapeta čelada nam pri padcu prav nič ne pomaga.




Za udobno in varno kolesarjenje moramo imeti **ustrezno oblačilo in obutev**.
Ne smemo običe preveč ohlapnih oblačil, saj se lahko zapletajo med napre ali v venigo - in padec je neizogiben.
Ravno tako za na kolo niso primerni natičali ali cokle, saj imamo z njimi slabši oprijem na pedalih, pa tudi nogo imamo v primeru padca slabše zaščiteni.

Preden dokončno sedemo na kolo, preverimo še njegove **nastavitve**. Predvsem smo pozorni na višino sedeža, nastavev krmila in oddaljenost zavornih ročic. Preverimo tudi delovanje zavor.

- Ko sedimo na sedežu, se moramo s prsti na nogah dotikati tal.
- Krmilo mora biti nastavljeno tako, da imamo obe roki rahlo pokričeni.
- Z obema rokama moramo brez težav doseči zavorni ročici in ja hkrati močno stisniti.

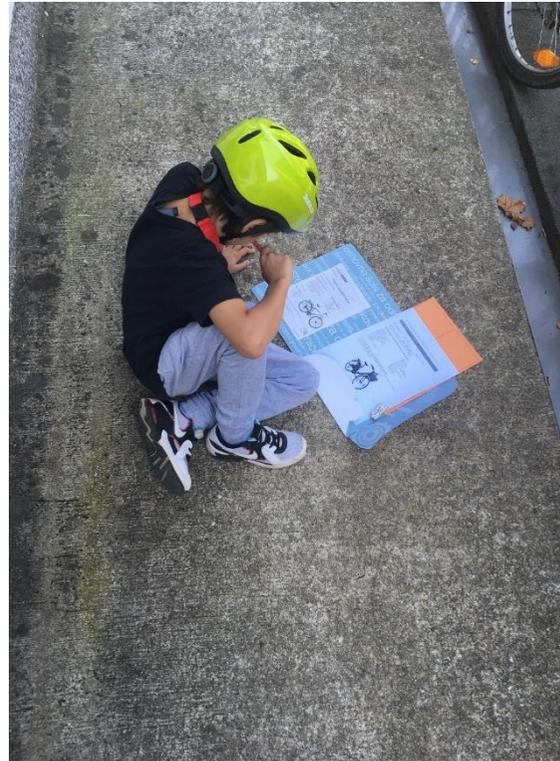
Picture 3



Picture 4



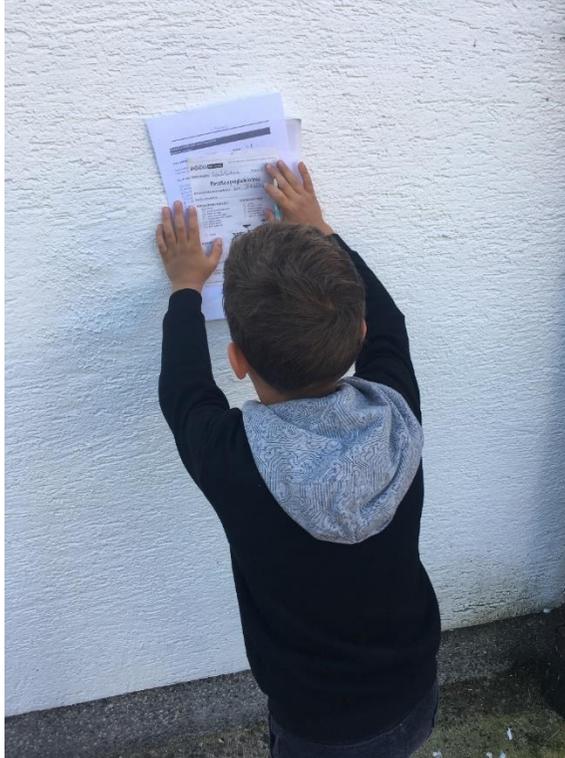
Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



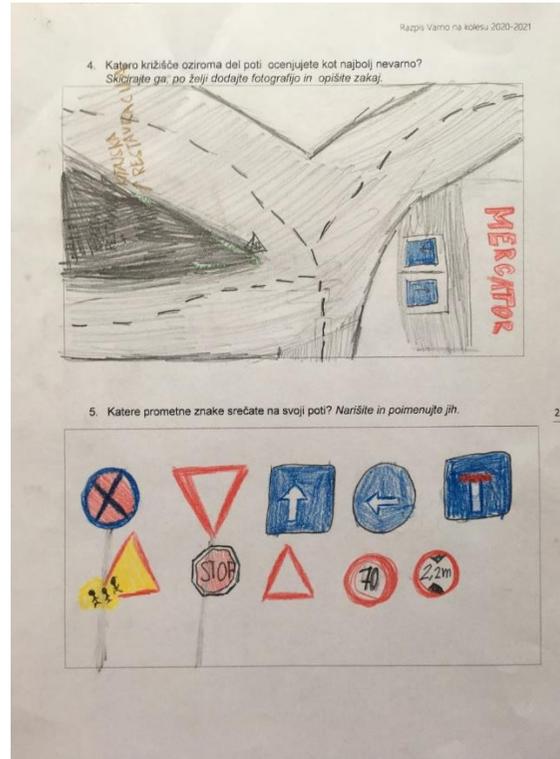
Picture 10



Picture 11



Picture 12



Picture 13

