The ‘Bike Wise Project Sheet’ can be used to support the RACQ’s Streets Ahead – Bike Wise (Level 3) presentation.

The Project Sheet encourages students to work independently, and to take more responsibility of their work. By allowing your students to choose the order in which they complete the activities, they will become more focused and motivated to finish each task.

DE BONO’S SIX THINKING HATS

The ‘Bike Wise Project Sheet’ is modelled on Edward de Bono’s Six Thinking Hats to encourage students to explore the topic of road safety from a variety of perspectives. By adopting this method, students can improve their decision-making ability, create a wider awareness of other perspectives, their thinking can become more focused, and they have greater freedom for creative thought.

HOW DO I USE THE PROJECT SHEET?

The Project Sheet and learning tasks can be used in a variety of ways and we encourage you to adapt your approach to suit your students.

As a Project

- Provide each student with a Project Sheet, relevant worksheets and any other equipment needed.
- Explain and discuss the requirements of each task.
- Students choose their own order of tasks to complete.
- Once a task is completed and checked, students tick or mark it off their sheet.
- Students complete all tasks, either in the provided class time or as homework.

As a Shorter Project

- Provide each student with a Project Sheet, relevant worksheets and any other equipment needed.
- Outline requirements of the project, such as:
  - Complete one task from each section
  - Choose 4-5 tasks to complete
  - Complete 1 ‘Green Hat’ task as a homework project and choose 3 of the other tasks to complete in class.
- Monitor students’ progress by checking each completed task before allowing them to begin another task.

As Separate Activities

- Use the Project Sheets’ learning tasks as individual activities or lessons.
- Adapt a learning task to suit another curriculum area, such as using a road safety themed exposition statement in a Literacy lesson.
Lead a discussion about ‘Road Safety’ with your class.

- What does ‘road safety’ mean?
- Why is road safety important?
- What do the terms ‘pedestrian’, ‘passenger’ and ‘cyclist’ mean?
- What are some examples of how we can be safe when using roads around our school?

Students complete the “Crunch’s KWL” worksheet. Reinforce that students should leave the “L” section blank.

Discuss the students’ answers, focus on students’ answers to “W” in particular as this will highlight what needs further attention.

Once Crunch has visited your class to present the Streets Ahead program, revisit this KWL activity. Discuss some of the important or interesting points that Crunch presented.

Have students complete the “L” column of “Crunch’s KWL” worksheet.
**CRUNCH’S KWL**

What do you know about Road Safety?

Complete Crunch’s KWL, listing all the things you KNOW about road safety, and all the information you WANT to know.

Leave the L column until after Crunch’s visit, and then fill in all the things you LEARNT about road safety.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I know about road safety</strong></td>
<td><strong>What I want to know about road safety</strong></td>
<td><strong>What I have learnt about road safety</strong></td>
</tr>
</tbody>
</table>

---

**CRUNCH’S SECRET MESSAGE**

Use the letters in the columns below to complete the words in Crunch’s secret message. You must choose one letter from each column that line up with the box above. Cross out each letter as you use it. The first two have been done for you.

```
BEFOREGOING
```

```
EDDYHUEAGFCR
RILFTOBGIUBNEOHTAE
GBOMESYORSADSIKWLORHK
HOFEORFOURGNTDCEAECS
```
Complete the Y-Chart below by writing or drawing what a safe cyclist **LOOKS LIKE**, **ACTS LIKE** and **FEELS LIKE**.

A safe cyclist **LOOKS LIKE**.....

A safe cyclist **ACTS LIKE**.....

A safe cyclist **FEELS LIKE**.....
BIKE WISE PROJECT SHEET

• Level 3 – Bike Wise

• EXPOSITION: Write a one page exposition in response to: "Riding a bike to school is better for your health than catching a bus."

• SCENARIOS: Create two road safety scenarios where you could have a positive and a negative outcome, depending on the choice your character makes. Choose and demonstrate one scenario to the class.

• MIND MAP: Complete a Mind Map on what you learnt from the RACQ presentation.

• A NEW ROAD RULE: Create your own road rule. Write a paragraph to justify the reason for your new rule. Design a new road sign to go with your rule.

• A NEW PEDESTRIAN CROSSING: Make a model or labelled diagram of a new style of crossing for your school.

• A NEW HELMET DESIGN: Make a model or labelled diagram of a new design helmet.

• NEWSPAPER ARTICLE: Write a newspaper article using one of the five topics as a focus:
  - The Importance of Wearing a Helmet
  - Dangers of J-walking
  - Public Transport - Getting from A to B Safely
  - Are Our Roads Becoming Safer?
  - Deadly Distractions

Your article must include relevant statistics, an interview and a photo.

Y-CHART: Complete the Y-chart worksheet, "The Safe Cyclist"
ANSWERS

( DO NOT HAND OUT )
**CRUNCH’S KWL ANSWERS (DO NOT HAND OUT)**

What do you know about Road Safety?

Complete Crunch’s KWL, listing all the things you KNOW about road safety, and all the information you WANT to know.

Leave the L column until after Crunch’s visit, and then fill in all the things you LEARNT about road safety.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know about road safety</td>
<td>What I want to know about road safety</td>
<td>What I have learnt about road safety</td>
</tr>
<tr>
<td>- 5 Finger Rules</td>
<td>- 5 Finger Rules</td>
<td>- 5 Finger Rules</td>
</tr>
<tr>
<td>- Wear a helmet to absorb energy</td>
<td>- Wear a helmet to absorb energy</td>
<td>- Wear a helmet to absorb energy</td>
</tr>
<tr>
<td>- Right equipment for different activities</td>
<td>- Right equipment for different activities</td>
<td>- Right equipment for different activities</td>
</tr>
<tr>
<td>- Regular Maintenance</td>
<td>- Regular Maintenance</td>
<td>- Regular Maintenance</td>
</tr>
</tbody>
</table>

**CRUNCH’S SECRET MESSAGE**

Use the letters in each column to complete the words in the message.

What is Crunch’s message about riding your bike?

Before going for a ride, you must wear a helmet, bright clothes, good shoes, and check your bike.
Complete the Y-Chart below by writing or drawing what a safe cyclist LOOKS LIKE, ACTS LIKE and FEELS LIKE.

A safe cyclist LOOKS LIKE...
- Bright Clothes
- Helmet on their head
- Straps on helmet done up
- Closed shoes

A safe cyclist ACTS LIKE...
- Checks their bike for a working bell and brake, reflectors and lights
- Maintains their bike (tyres, brakes)
- Walks their bike across the road
- Uses 2 hands
- Uses their bell
- Keeps to the left

A safe cyclist FEELS LIKE...
- Comfortable
- Safe
- Happy
- Confident