



SEE YOU SEE ME

Spring 2008

Unit 4

Fridays 10.30–10.50

29 February to 14 March

BBC 2

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.



See You See Me

Spring 2008

Unit 4

Cycle into Europe

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Forward plan Environmental Studies: Social Subjects

Programmes 1–3 Cycle into Europe

Attainment outcome joint major focus: People and Place; Social Health

Age 7–9

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<p>Knowledge and Understanding</p> <p>The physical environment (PAP)</p> <p>Human-physical interactions (PAP)</p> <p>Social Health: exploring the interaction of the individual in relation to health and safety</p>	<p>Pupils should demonstrate an understanding of</p> <ul style="list-style-type: none"> – urban and rural environments – some physical features of the land found outwith Scotland <p>– cycling as a type of land use: sport and leisure</p> <ul style="list-style-type: none"> – how taking responsibility for personal health must include some form of participation in physical activity in order to keep fit – the necessity for codes of safety when using bicycles – a variety of strategies to promote and facilitate safe cycling – what it means to travel safely on a bicycle 	<p>SYSM unit 'Cycle into Europe'</p> <p>Teacher's notes and worksheets</p> <p>Programmes 1, 2 and 3</p> <p>Worksheets 1 and 2 'Before the programme' activities</p> <p>Programme 1 'Good Cycling' 'After the programme' activities 9 and 10</p> <p>'The Bicycle' information</p> <p>Programmes 1, 2 and 3</p> <p>'Look Back' game</p> <p>'Safe Cycling' information sheet and Worksheet 3</p>	<p>'After watching the programme' activities will provide discursive and written evidence</p> <p>Successful completion of Worksheets 1 and 3</p>

Cycle into Europe

Programme One **Safe cycling**

— Transmission date 29 February 2008

In this programme our presenters, Grant and Stephanie have to find out about cycling in Scotland. Their investigations will cover such things as safety, maintenance and appropriate clothing. The programme finishes with Grant and Stephanie taking on the challenge of making a bike journey within Edinburgh by the safest and quickest route. Stephanie is likely to win this challenge. She is smarter and fitter than Grant.

Programme Two **In town**

— Transmission date 7 March 2008

In this programme Grant and Stephanie find out about cycling in an urban environment, Grant in Edinburgh and Stephanie in Amsterdam. They find out about the efforts being made to encourage in-town cycling and cycling for sport and leisure — track cycling and cycle pathways. The health and environment advantages of cycling are emphasised. In Amsterdam, Stephanie finds out a little about the history, geography and culture of the city. She does most of this by going on a city centre tour with 'Yellow Bike Tours'.

Programme Three **The countryside**

— Transmission date 14 March 2008

In this programme Grant and Stephanie find out about cycling in a rural environment, Grant in Fife and Stephanie just outside Amsterdam. They find out about cycling for leisure, such as scenic routes, cross-country and downhill. Grant looks into what's happening with the *Millennium Cycle Pathways* project and goes on a forest trail. Stephanie finds out a little about the history, geography and culture of the Netherlands. She does most of this by going on a rural bike ride and stopping at places on her way.

Useful Addresses

Sustrans, Glenorchy House, 20 Union Street, Edinburgh EH1 3LR Tel. 0131 539 8122

Spokes, St Martins Church, 232 Dalry Rd, Edinburgh, EH11 2JG Tel. 0131 313 2114

Scottish Cyclists' Union (SCU), The Velodrome, Meadowbank, London Rd, Edinburgh, EH7 6AD, Tel 0131 652 0187

Cycle Touring Club Scotland (CTC), Parklands, Railton Road, Guildford, Surrey, GU2 9JX

Websites

Sustrans	www.sustrans.org.uk
Main Cycling Web Page	www.scottish-cycling.com
Spokes (Edinburgh)	www.spokes.org.uk
CTC	ctc.org.uk
SCU	www.scuonline.org
British Cycling Federation	www.bcf.uk.com
Department for Transport	www.hedgehogs.gov.uk

Europe

Before the programme

- 1 Find Europe on a world map or globe. Show its area and position in relation to other countries.
- 2 Discuss the range of climates which can be found across Europe. Talk about the different hours of daylight and the time differences between different countries.
- 3 Using a map or atlas, find Scotland and the Netherlands. Compare their sizes and positions, and discuss the difference in terrain between the two countries.
- 4 Ask the pupils to complete Worksheet 1 by adding as much information as they can to the outline map of Europe. They might start by labelling the countries shown on the map, adding the names of the seas and the ocean, and showing the positions and names of the capital cities.

For *bonus work*, ask the pupils to make a list of all the countries in Europe: not all of them are included on the map.

- 5 Ask the pupils to complete Worksheet 2 by finding the names of European capital cities in the wordsearch.

For *bonus work*, ask the pupils to find all the European capitals not included in the wordsearch, and list the countries which they belong to.

6. Make a 'Europe' wall display. Use an overhead projector to enlarge the outline map of Europe in Worksheet 1. Draw in the borders, then ask the pupils to add colours, features and labels to it.

Add a border of European flags and greetings in various European languages (bonjour, guten Tag, etc.)

- 7 Talk about holidays in Scotland and in the Netherlands. Use holiday brochures, postcards and magazines to create a montage of pictures from each country. Depending on space, it might be possible to arrange the pictures into the shape of each country.
- 8 Ask the pupils to collect information about each country from as many sources as possible, and compile their findings into class reference books. These can then be used to compare the two countries.

The reference books will also be an important record of achievement for the class.

After watching the programmes

- 9 Ask the children to make a list of what has been done in Edinburgh and Amsterdam to make these cities cycle-friendly. Then ask them to list the things in Edinburgh which are bad for cycling.
- 10 Ask the children to make notes on what they would see if they were to go on a cycle ride in the Dutch countryside. What differences can they list between the Scottish and the Dutch countryside?
- 11 What reasons can the class suggest for the fact that cycling is more popular in the Netherlands than it is in Scotland?

The bicycle

- 1 Ask the pupils to research the history of the bicycle using reference books. Collate their drawings and reports into either a wall chart or a class reference book.
- 2 Watch the BBC Scotland video *See You See Me — Transport*. This is an excellent look at bicycles past and present.
- 3 Hold a brainstorming session on bicycles. Ask the class to think of as many varieties of bicycle as they can (tandems to unicycles, stunt bikes to racing bikes). Think of a few headings such as sport, exercise, transport and entertainment, and list the bikes according to their uses.
- 4 Ask the class to find out how popular cycling is in different parts of the world. Encourage them to use as many sources as possible, including books, CD-ROMs and the internet.
- 5 Carry out a survey of how many pupils within the class or the school have a bicycle, and how many own and wear a helmet. Start by devising a questionnaire and then, once the survey is completed, record the results as a database and show them as a graph.
- 6 Bring a real bicycle into the classroom and study it in detail. Ask the pupils to make pencil or ink drawings of the bike, emphasising that they should draw what they *see*. Tell them to add as much detail as they can.
- 7 Ask the pupils to identify the various parts of a bicycle, and label them on their drawings. Use this activity to talk about bicycle safety. Encourage the pupils to learn how to maintain their bicycles properly and carry out essential safety checks before riding their bikes.

Cycling safety

- 1 Ask the class to identify and list all the safety equipment required for cycling.
- 2 Bring some cycling helmets into the classroom and ask the class to study them carefully. Talk about the important features of the helmet, such as the hard protective shell, the ventilation and the light weight. Then invite the pupils to design their own helmets, producing life-size labelled diagrams of their designs.
- 3 Discuss the important points to look for when buying a cycling helmet. The helmet must be a good fit. Remind them to think about safety features of clothing such as bright, reflective materials and loose trailing items which might become entangled in the chain.
- 4 Ask the pupils to write cycling safety slogans and then design posters using their slogans. You might start them off with suggestions such as 'Be safe — be seen' and 'Use your head — wear a helmet'.
- 5 Complete and play the 'Look Back' board game. Ask the children to complete the Hazard Cards, and cut out all the parts from the sheets supplied. You will also need a dice.
- 6 Using *The Highway Code* or *A Highway Code for Young Road Users*, talk about road signs and cycling hand signals. Introduce the essential hand signals, and show the different kinds of traffic signs. Ask the class to draw some of the road signs and write their meaning underneath. Their drawings can be assembled into a wall chart.
- 7 Ask the children to complete the Safe Cycling crossword in Worksheet 3.

- 8 Talk to the class about the Look Back board game. This needs some development before it can be played, and the class can work together to bring it to a playable state. Some of the activities required are
- Research and make more Hazard Cards using the blanks provided on the sheet. For each hazard, devise a suitable penalty (such as 'go back two spaces' or 'miss a turn').
 - Either cut out and colour the counters supplied, or design 3D counters from card or clay.
 - Write a booklet of rules explaining how to play the game.
 - Make a storage box and design an attractive lid for it.
- The board itself should be enlarged to A3 for ease of use. If laminated or stuck on to card, it might be kept for use as a 'wet playtime' activity. By changing the Hazard Cards, a 'Cycling in the Countryside' version can also be devised.
- The only other thing you need is a dice. Enjoy playing the game.
- 9 If Cycle Proficiency Training is being undertaken in the school, pupils can record their progress and achievements using photographs or video. The class can produce a newsletter for parents to tell them about the reasons for the training and the progress the class has made. If the school has a digital camera, it can be used very effectively to add pictures to the newsletter.

Resources

- 1 Your local Road Safety Officer will be able to supply you with a variety of excellent materials, including posters, leaflets and copies of *The Highway Code for Young Road Users*. The Highway Code is also available online at
www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_070236
There are also useful resources and games at
www.road-safety.org.uk/education/primary/index.asp
- 2 The publications *Starting to Cycle — A Guide for Parents* and *Right Track Cycling Awareness Programme* are available for sale from the Royal Society for the Prevention of Accidents (ROSPA): telephone 0870 777 2227 for sales information. Their website offers useful material at
www.rospa.com/safetyeducation/index.htm
- 3 A leaflet *A Parental Guide to Safer Cycling* and an educational resource pack, *Scottish Cycle Safety Scheme*, are available free of charge from the Scottish Road Safety Campaign, telephone 0131 472 9200.
- 4 A video, *Bikes, Brakes and Bolts*, covering cycle maintenance, can be borrowed from your local library or from your local Road Safety Officer.

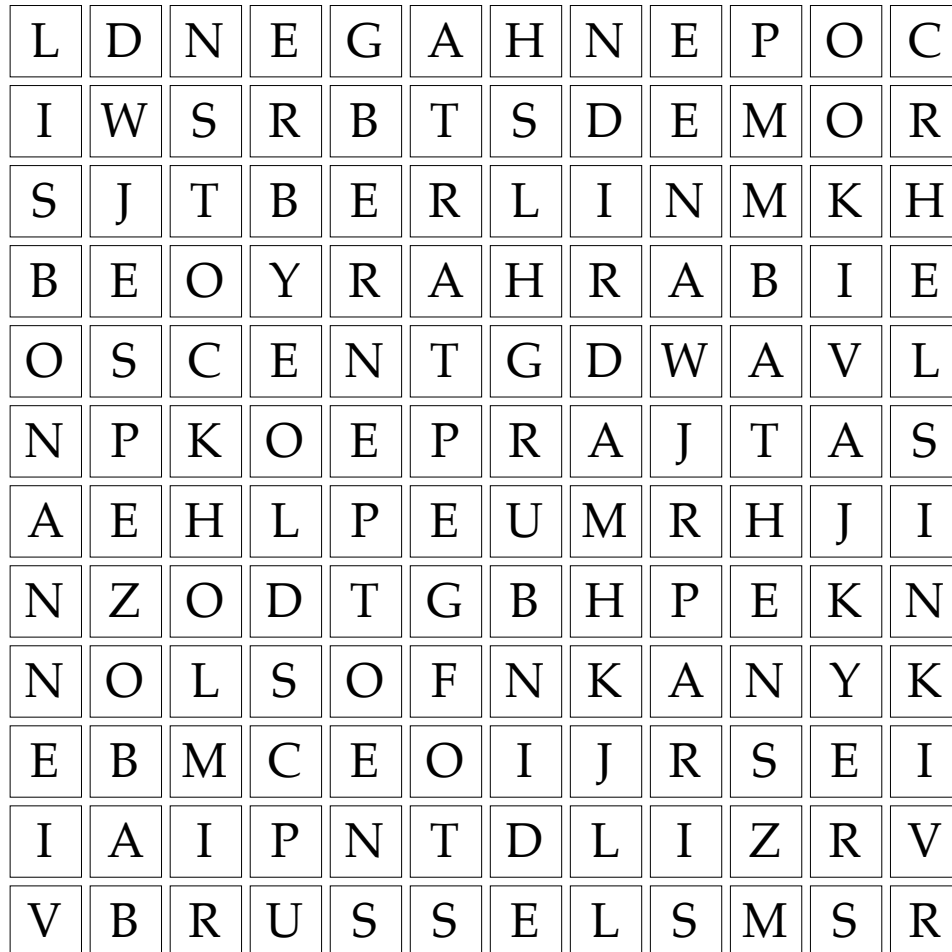
Grant and Steph go cycling in two European countries — Scotland and the Netherlands. Find these countries on this map and label them.

Then add as much information as you can to other places on the map.



Find the European capital cities hidden in the box below. Remember they may be written forwards or backwards, up, down or diagonally. A list is underneath the box to help you.

Once you have found all the capital cities in the box, use an atlas to find out where they are in Europe and match each one with its country.



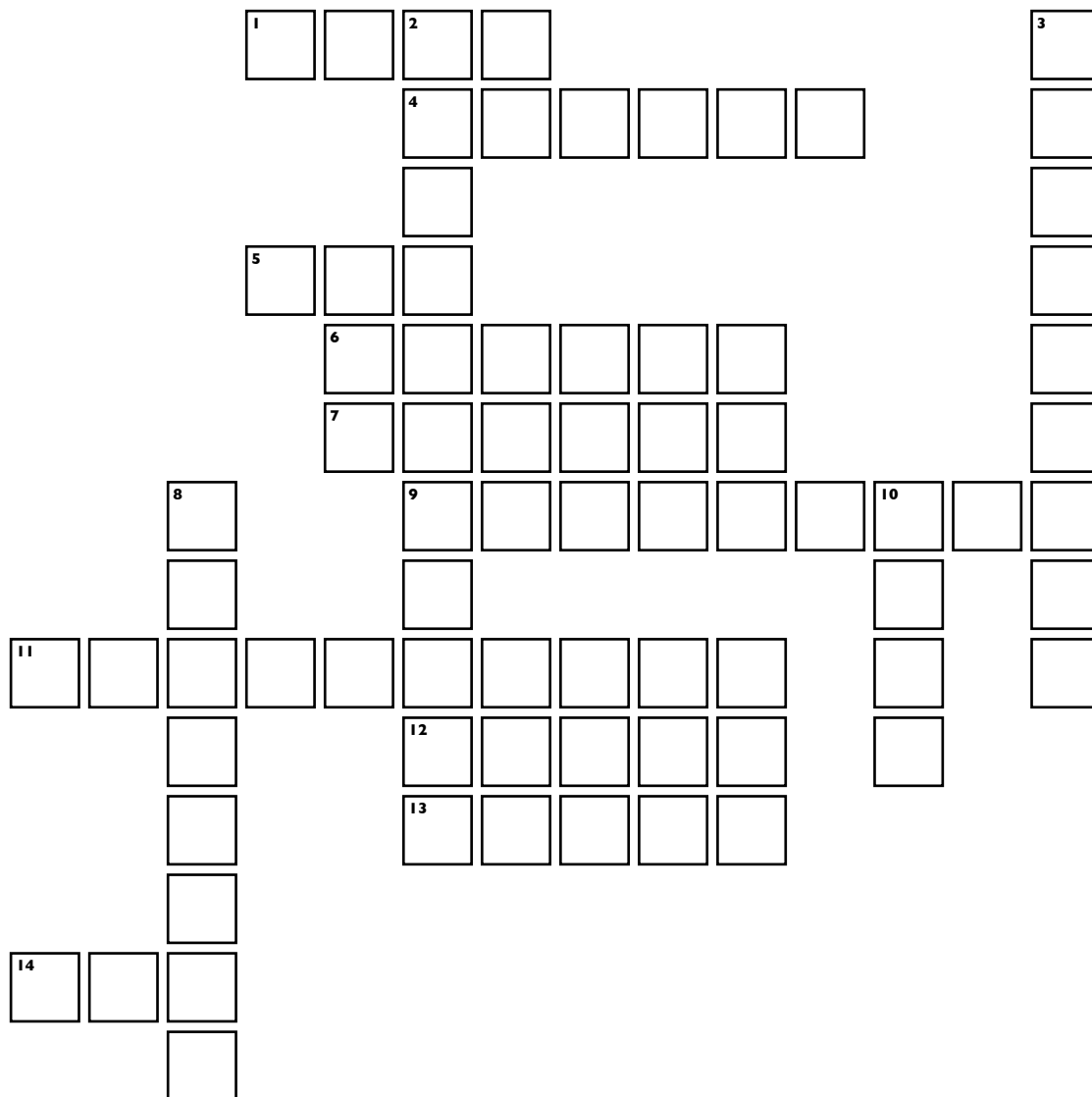
Amsterdam	Lisbon
Athens	Madrid
Berlin	Oslo
Bern	Paris
Brussels	Reykjavik
Copenhagen	Rome
Edinburgh	Stockholm
Helsinki	Vienna



Safe cycling crossword

Are *you* a safe cyclist?

Try to solve the clues and fill in the crossword.



Across

1. Check that your bike is _____ to ride.
4. Switch these on when you are cycling at night.
5. Never ride more than ____ side by side. On busy roads you should always ride one behind the other.
6. These help you to stop. Check that they are working properly.
7. Wear this to protect your head.
9. This is a good way to carry things on your bike.
11. Keep both hands on the _____ unless you are signalling.
12. Wear some reflective clothing so that you can be seen at _____.












13. You should make sure your _____ always have good treads.

14. The answer to 13 should always have plenty of ____ in them.

Down

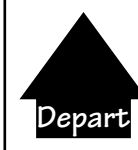
2. Material like this looks very bright in daylight.
3. Never carry a _____ on your bike.
8. Always carry a _____ repair kit for emergencies
10. Look in this direction before turning left or right.

LOOK BACK

<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> Arrive </div>							
45	44  HAZARD	43	42	41	40  HAZARD	39	38
							37
29	30	31	32	33  HAZARD	34	35	36  HAZARD
28							
27	26  HAZARD	25	24	23	22  HAZARD	21	20
							19  HAZARD
11	12  HAZARD	13	14	15	16	17  HAZARD	18
11							
9	8	7  HAZARD	6	5	4  HAZARD	3	2

ROADS ARE FULL OF DANGERS!

Can you make your journey avoiding the hazards and arrive safely at your destination?



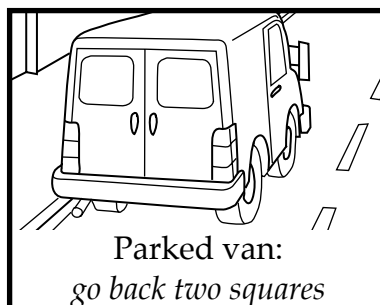
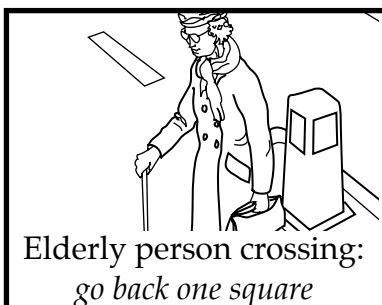
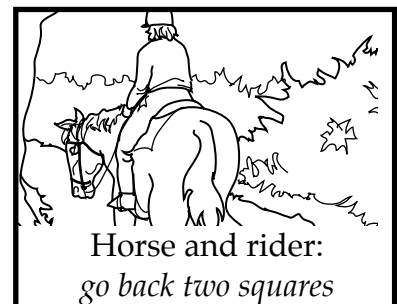
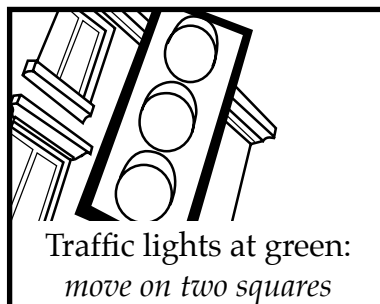
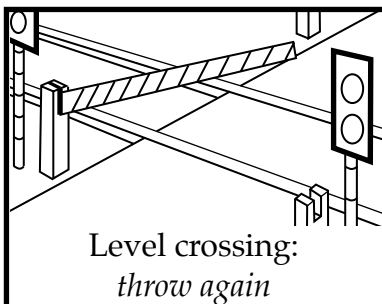
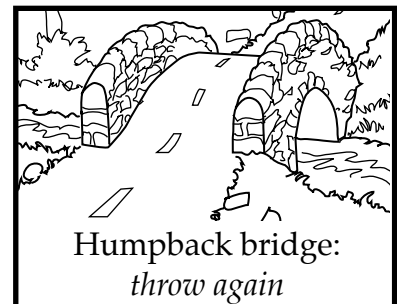
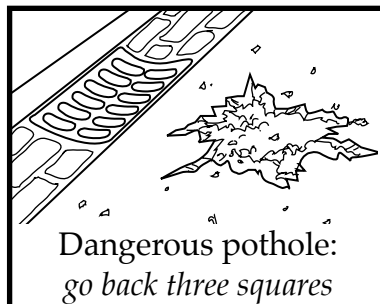
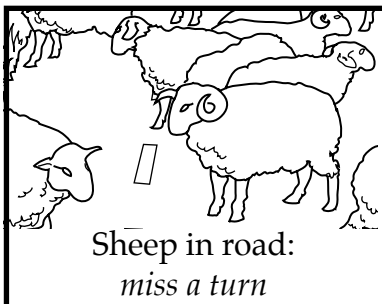
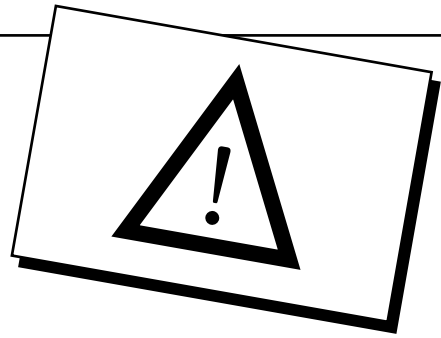
LOOK BACK!

Game instructions

Many cyclists have accidents because they forget to **Look Back!** before making a manoeuvre.

In the **Look Back!** game, you throw a dice to find out how far to move. But before you move your counter, you have to **Look Back!** over your right shoulder. If you forget to do this, all the other players can shout 'Look Back!' and you have to miss your turn. If you land on a hazard, take a card.

Some hazard cards are given below, but you should make up more of your own. Put a warning triangle on the front of each card.



Cut out the counters and make each one a different colour.

