RIDE & SMILE

# Bicycle and road safety

## Part 4

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| **Ride and Smile**<br>**Educational activities on environmental awareness** | **Module:**<br>**Bicycle and road safety - Part 4** | **Target group:**<br>7-10 years |
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| **Subject(s):** Social studies, Personal Development, Arts, Literature<br>**Topic:** Me and my bike<br>**Duration:** 2'40"<br>**Material:** Compositions, Art works, Poster | | |
| **Content areas / Main key areas:**<br>• Language and Literature<br>• Arts<br>• Technology<br>• Social Studies<br>• Personal Development | **Description:**<br>When we think about cycling we tend to focus just on the benefits of a sustainable transportation or the reduction of harmful exhaust emissions, which is okay, but on the other hand we know that the best way to develop a responsible behavior among children is to approach from emotional point of view. When we are connected to something emotionally, it goes much deeper and cycling is not an exception. Children will be much more interested in the activity that is emotionally bound to. With the following activities we try to explore and develop children's emotional attachment to cycling. These activites can be used on a variety of subjects as a part of a class activity, a single sequence or it can be used to build up a whole class activity, the choise is up to the teacher how he/she organizes his/her classroom activity. | |
| **Learning requirements:**<br>The learners<br>• have to have a general knowledge about cycling and bicycles<br>• have to be able to recognize the 6 basic emotions | **Learning objectives / Expected competences:**<br>The learners can<br>• develop or increase their emotional intelligence<br>• learn more about their personality and feelings<br>• develop their social competences<br>• develop their artistic skills | |

| Lesson plan | | | |
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| **Sequencing & phase objective** | **Action steps and impulses** | **Concretized competence expectations** | **Learning materials** |
| **Phase 1**<br>**Starter activity** | Activity 1 (20-25 minutes) – This is a basic or introductory activity, that is good to do first, any other activity can follow this one, they are interchangeable (except this first one). The teacher initiates a guided conversation with the students. For a better atmosphere it is recommended to place the chairs and the participants in a circle. The teacher hands out smiley faces- emoticons (negative and positive, or sad and happy) and starts the conversation showing the students different activities and asking them to rate them (showing up the one of their emoticon flashcards according to their impression or feeling in regards to the activity). The teacher shows more pictures about cycling and asks the students to talk about their feelings about this activity. The students are asked to share their stories about cycling.<br><br>TIP: This is a very important stage to explore students attitude towards cycling, so allocate enough time for this activity. If you work with older students you can use more emoticons as their emotional intelligence is more developed (or it should be more developed) than younger students'. | The learners can<br>• learn more about their feelings and emotions<br>• learn how to express their feelings about cycling and themselves<br>• develop their artistic skills<br>• develop their social skills (listening to each other, helping each other, collaborate etc). | Printable bicycle wheels, emoticon flashcards, equipment for arts and crafts |
| **Phase 2**<br>**Main activity** | Activity 2 (30-45 minutes) - this activity can be an individual art lesson. Ask the students to draw or paint with any technique their bicycle. We will have always students who does not own a bicycle, in this case we ask the students to draw their dream bicycle (the bicycle they want to have in the future or they wish they had). The students can use any technique they want, we should not limit them on this regards. At the end of the activity we organize an exposition where those who want present their work. Tips for questions to ask from the students: How did you feel during the activity? Please, describe what you like the most in your bicycle. Can you remember a story with your bicycle that you want to share? etc.<br><br>TIP: Always make any activity voluntary? Don't ask students to do things or to share feelings/ thought that they do not want or wish! | | |

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| **Phase 3 Finishing activity** | Activity 3 (30-45 minutes) – This activity can be a standalone activity of a literature class (reading class in primary) where students can create poems or compositions about their bicycle or about the activity of cycling. They can talk about their adventures with bicycles and the feelings involved. They can share their work creating a book or a digital version of it. (see video about a physical version under Impressions).<br><br>Activity 4 (30-45 minutes) – The teacher hands out pages with a black and white silhouette of a bicycle wheel. The teacher asks the students to write all the feelings/emotions that they feel about cycling and then to color it according to their mood. At the end of the activity ask the students voluntary to tell the emotions or feelings they put on their own bicycle wheels. As an after activity, for another class (preferably art class) these wheels can be used to create a poster out if them or just simply post them on the wall of the classroom. The students will be very proud about the wheels they have created. | | |

**Additional hints, media, useful links**

Wheel silhouette from any site from the internet can be used for the activity.
Basic feelings emoticons: https://www.twinkl.com.au/resource/emoji-emotion-cards-au-t-10003409

**Impressions**

Video about the art book
„Me and My Bike“
see „Additional Materials“