



Bike to School Week 2021

27 September – 1 October

Let's cycle more

Objective

Using persuasive writing to increase the number of people cycling, supporting their health and the environment.

Activity outline

Pupils choose a subject to write about.

For example:

- Cycling is good for the environment
- To encourage as many pupils to cycle to school, for daily journeys, or for leisure with their family
- Cycle storage in school would encourage more pupils to cycle to school
- Hold a 'Cycling day at school' to share how important cycling is for our environment & health

Use the checklist to plan and develop the persuasive writing piece.

Extension

Introduce a Walk and Talk activity – walking in pairs, one pupil reads their piece out, receives feedback, (maybe via 'Two stars and a wish' or the equivalent used in your school), before swapping over. This will provide pupils with peer feedback to support the refining and completing of their persuasive writing pieces.

Inspired by:

This learning resource is brought to you by our Bike to School Week partner, **The Bikeability Trust**, from their "Tools for Schools". Find out more, and access their free toolkit for schools to promote and celebrate cycling, at: www.bikeability.org.uk/tools-for-schools



Time needed:

30 minutes



Resources needed:

Persuasive writing checklist (1 per pupil)



Solo/group activity:

Solo



Curriculum links

English: persuasive language (Eng)

Language and literacy. Communication (NI)

English literacy (Scot)

Languages, literacy and communication (Wales)





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Persuasive writing checklist

- Have you decided on a clear audience such as Head Teacher, pupils, families, community or other?
- Does your title have a strong message? You need to hook the reader in! Maybe choose your title once you have written your piece – something great may come up as you write.
- Have you included reasons for readers to support your viewpoint?
- Have you researched and shared facts and evidence to support your reasons?
- Is your piece kind and considerate – everyone has different views on what is right and wrong, be respectful when choosing your words. You can still do this and have a strong opinion of your own?
- Have you looked at the other side of the argument? It is good to be aware of how others might think or feel.
- You may want to use some rhetorical questions towards the end of your writing.
- Use a strong closing statement to summarise your argument.





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My heart-beats per minute tracking fun

Objective

The importance of exercise and what happens to the heart when we exercise.

Activity outline

Use the Heart rate tracking instructions. Teacher prompt to enable pupils to count their own heart rate.

Pupils follow the instructions and collect their heart rate data, at rest, with mild activity, when cycle/running and when cooling down. They then complete their individual graph.

Use the Discussion points – and explore the graph to highlight what happens to the heart rate during exercise and the importance of exercising the heart for physical and mental wellbeing.

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Time needed:

15-20 minutes



Resources needed:

- Space outdoors and bicycles if possible
- Heart rate tracking instructions. Teacher prompt
- Heart rate tracker (1 per pupil)
- Discussion points – Exploring and analysing the data. Teacher prompt



Solo/group activity:

Both



Curriculum links

- PSHE (Eng)
- Physical education. Personal understanding and health (NI)
- Health & Wellbeing – Physical Wellbeing (Scot)
- Health and Well-being (Wales)



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Teacher prompt: Heart rate tracking instructions

If possible use cycling as the activity

Teach pupils how to take their pulse, either on their wrist or their neck with 2 fingers not thumbs.

Individually or in groups pupils have a BPM sheet.

When seated and rested, ask pupils to take their pulse counting from Zero. Time them for 6 seconds only, this will enable more accurate readings. Pupils then make a note of the beats counted in box 1, they multiply it by 10 (add a zero on the end) so it now shows beats per minute BPM.

Next ask pupils to walk around briskly for 2-3 minutes, swinging their arms, or they can march on the spot if there's no room to walk about.

Repeat taking the pulse again counting from zero, time for 6 seconds, pupils record in the 2nd box, again multiply it by 10 (add a zero onto the end) to show BPM.

Next ask pupils to cycle around for 10 minutes (or ask pupils to run around if no bicycles are available).

As soon as you say stop, pupils take their pulse again counting from zero, time it for 6 seconds, pupils write in box 3 and multiply by 10 to get BPM.

Finally ask pupils to walk slowly for a minute, pushing their bike alongside if necessary and then take their pulses for a final time in the same way. Pupils record in box 4.

Using the graph sheet or creating their own, pupils plot their beats per minute onto the graph Box 1 (at rest) Box 2 (when walking briskly) Box 3 (when cycling) Box 4 when cooling down.

You can also create a large class graph, which will provide a great visual display, with the majority of the graph following the same up and down pattern and overcoming some of the unusual readings they may get!

Create a large wall graph with BPM on the vertical axis and four points along the horizontal axis as shown. At rest, walking, running, recovering.



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Discussion points: Exploring and analysing the data

Did you know your heart is a muscle and it also needs to work hard?

We need to increase our heart rate every day to keep our heart muscle fit and healthy (along with a healthy diet too of course).

What else does regular exercise help with?

When was your heart rate the highest?

What was its BPM? And why do you think it was the highest then?

When was your heart rate the lowest? What was its BPM and why do you think it was its lowest then?

What can you tell me about the final, BPM in Box 4? Why do you think it was that figure?

If you want strong muscles what do you need to do with them to make them stronger?

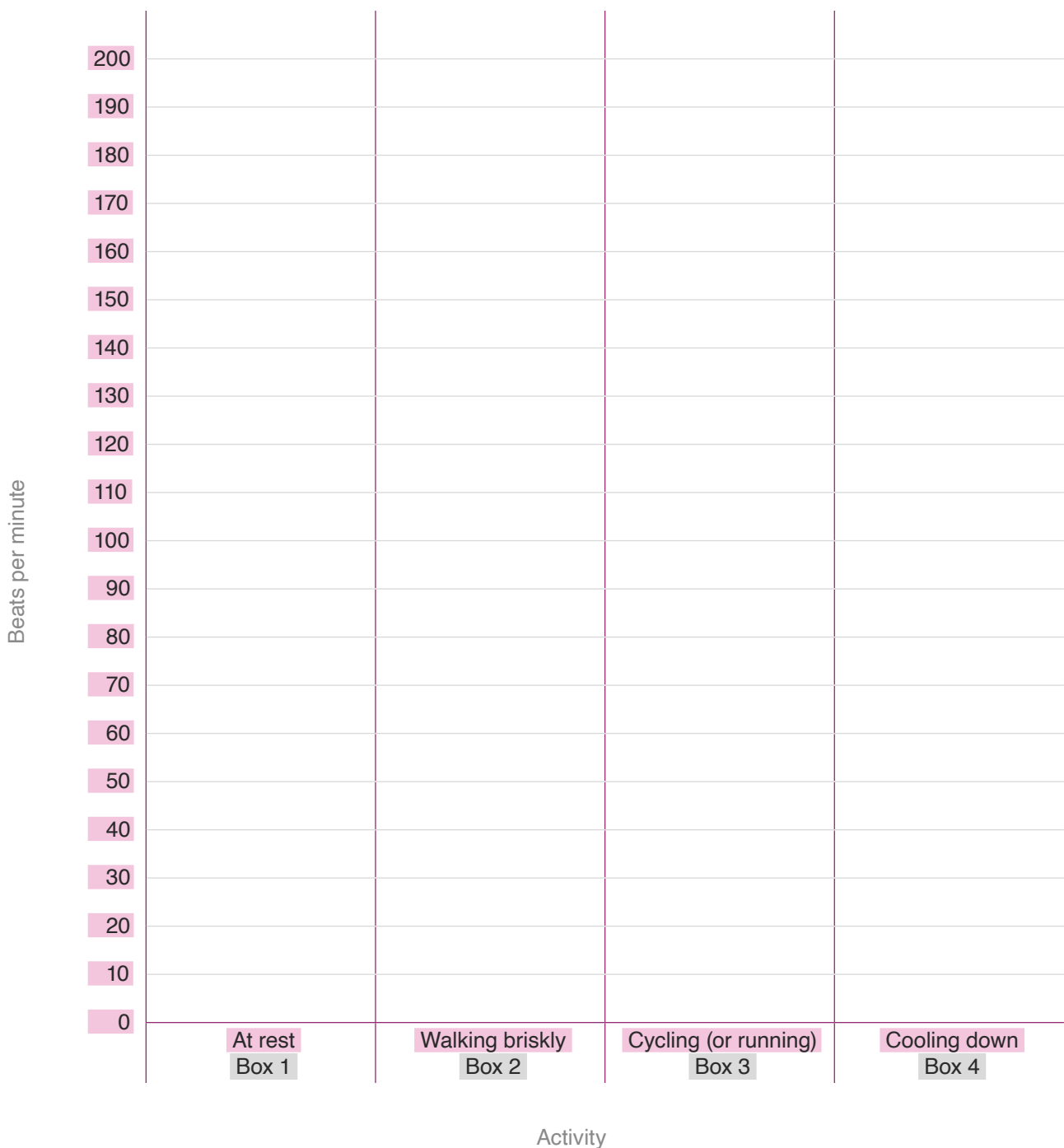
Cycling is a great fun way to get your heart beating faster, next time you cycle put your hand on your chest and feel your heart rate before you set off and again once you finish your ride - what can you feel?



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Heart rate tracker for:





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Cycling detectives

Objective

Data collection, use of averages, percentages, interpreting, presenting and presenting data using graphical methods.

Activity outline

Introduce the learning activity and agree the information about cycling habits in the school community to be collected.

Discuss and plan data collection methods (questionnaire/hands up/face to face interviews).

Pupils can use the data collected to meet learning objectives i.e. calculation of averages, distances, conversions, percentages, use of addition, subtraction, division and multiplication.

Pupils discuss and agree effective data presentation methods i.e. line graphs, bar charts, pictograms and pie charts.

Pupils share data with key staff in school such as Active Travel coordinator, Eco Council, Head Teacher etc.

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Time needed:

30 minutes



Resources needed:

Cycling Detectives.
Question ideas. Teacher prompt



Solo/group activity:

Both



Curriculum links

Maths (Eng)
Using Mathematics (NI)
Maths – Data & analysis (Scot)
Mathematics and Numeracy (Wales)





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Cycling Detectives question ideas

- How many pupils are there in total in school?
 - How many pupils cycle to school?
 - How many boys? How many girls?
 - How many pupils in each year group cycle to school?
 - How many pupils would like to cycle to school but do not and why?
 - What are pupils' favourite colours for bikes?
 - How many pupils have taken part in Bikeability Level 1, Level 2 or Level 3?
 - How many bicycles can be stored at school during the school day?
 - How many pupils cycle to school on each day of the week?
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What does the school need to know to support their Active Travel plans?

Is there anything else pupils want to find out?

Pupils can collect data from their own class, a full year group or the whole school.



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Mulga Bill's cycling journey

Objective

Using poetry to develop reading, comprehension, speaking and listening skills.

Activity outline

Read the poem with the class/group (use the slide or hard copies).

Use the poem and Poetry chatter sheet. Teacher prompt to generate conversation about the poem.

Extension

Pupils can act out the poem as it is read out, agreeing certain actions for certain key words i.e each time Mulga Bill is mentioned, they stretch up tall and pretend to climb on their bicycle.

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Time needed:

30 minutes



Resources needed:

PowerPoint slide with poem and/or hard copies of the poem for pupils

Poetry chatter sheet.
Teacher prompt



Solo/group activity:

Group



Curriculum links

English – poetry (Eng)

Language and literacy –
Talking and listening (NI)

Literacy and English –
Reading (Scot)

Languages, Literacy and
Communication (Wales)





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Mulga Bill's Cycle Journey

'Twas Mulga Bill, from Eaglehawk, that caught the cycling craze;
He turned away the good old horse that served him many days;
He dressed himself in cycling clothes, resplendent to be seen;
He hurried off to town and bought a shining new machine;
And as he wheeled it through the door, with air of lordly pride,
The grinning shop assistant said, "Excuse me, can you ride?"
"See here, young man," said Mulga Bill, "from Walgett to the sea,
From Conroy's Gap to Castlereagh, there's none can ride like me.
I'm good all round at everything, as everybody knows,
Although I'm not the one to talk - I hate a man that blows.

"But riding is my special gift, my chiefest, sole delight;
Just ask a wild duck can it swim, a wild cat can it fight.
There's nothing clothed in hair or hide, or built of flesh or steel,
There's nothing walks or jumps, or runs, on axle, hoof or wheel,
But what I'll sit, while hide will hold and girths and straps are tight;
I'll ride this here two-wheeled concern right straight away at sight"

'Twas Mulga Bill, from Eaglehawk, that sought his own abode,
That perched above the Dead Man's Creek, beside the mountain road.
He turned the cycle down the hill and mounted for the fray,
But ere he'd gone a dozen yards it bolted clean away.
It left the track, and through the trees, just like a silver streak,
It whistled down the awful slope towards the Dead Man's Creek.

It shaved a stump by half an inch, it dodged a big white-box:
The very wallaroos in fright went scrambling up the rocks,
The wombats hiding in their caves dug deeper underground,
But Mulga Bill, as white as chalk, clung tight to every bound.
It struck a stone and gave a spring that cleared a fallen tree,
It raced beside a precipice as close as close could be;
And then, as Mulga Bill let out one last despairing shriek,
It made a leap of twenty feet into the Dead Man's Creek.

'Twas Mulga Bill, from Eaglehawk, that slowly swam ashore:
He said, "I've had some narrer shaves and lively rides before;
I've rode a wild bull round a yard to win a five-pound bet,
But that was sure the derndest ride that I've encountered yet.
I'll give that two-wheeled outlaw best; it's shaken all my nerve
To feel it whistle through the air and plunge and buck and swerve.
It's safe at rest in Dead Man's Creek - we'll leave it lying still;
A horse's back is good enough henceforth for Mulga Bill.

By **Banjo Paterson, 1896**



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Teacher prompt: Mulga Bill's Cycle Journey poetry chatter sheet

- What do you understand by a 'cycling craze'?
- Which words made you feel Bill was excited about cycling?
- Why do you think the shop assistant was 'grinning'?
- What does Mulga Bill say that might make the reader feel that he thinks he is very good at everything?
- How does the description of Mulga Bill's home (abode) make you imagine it is like?
- Which words can you find that give you the feeling he was cycling very fast?
- In the poem the writer wanted you to know how dangerous the trip was - which words/phrases made you feel this?
- Why did the wallaroos scramble 'up the rocks' and the wombats dig 'deeper underground'?
- What has Bill ridden before that he felt was easier than his bike ride?
- What do you think Mulga Bill's horse might have felt during the poem?
- Do you think the horse feels different at the start and at the end of the poem? What makes you think that?
- If you had met Bill before his bike trip what advice might you have given him?



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The cycling holiday of a lifetime

Objective

Locating countries of the world, identifying similarities and differences and developing a cycle trip itinerary.

Activity outline

Pupils imagine they are cycling across the world. (Either provide specific countries for pupils/groups of pupils or they choose their own).

Using the The Cycling Holiday of a Lifetime sheet, pupils investigate facts about their chosen country (capital, flag, food, drink, landmarks to visit etc.) and decide what they may need to take with them when cycling across it (waterproofs, sunhat, binoculars, water etc).

Extension

To make this learning active, display the completed The Cycling Holiday of a Lifetime sheets around the learning space, create mini passports for pupils to travel around and visit the sheets, noting facts as they go. How many different places and facts can they explore on their world tour?

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Time needed:

15-20 minutes



Resources needed:

The Cycling Holiday of a Lifetime sheet (1 per pupil)

A variety of research sources i.e. maps, books, internet access for research



Solo/group activity:

Both



Curriculum links

Geography (Eng)

The world around us (NI)

Social studies –
People, place and
environment (Scot)

Humanities (Wales)

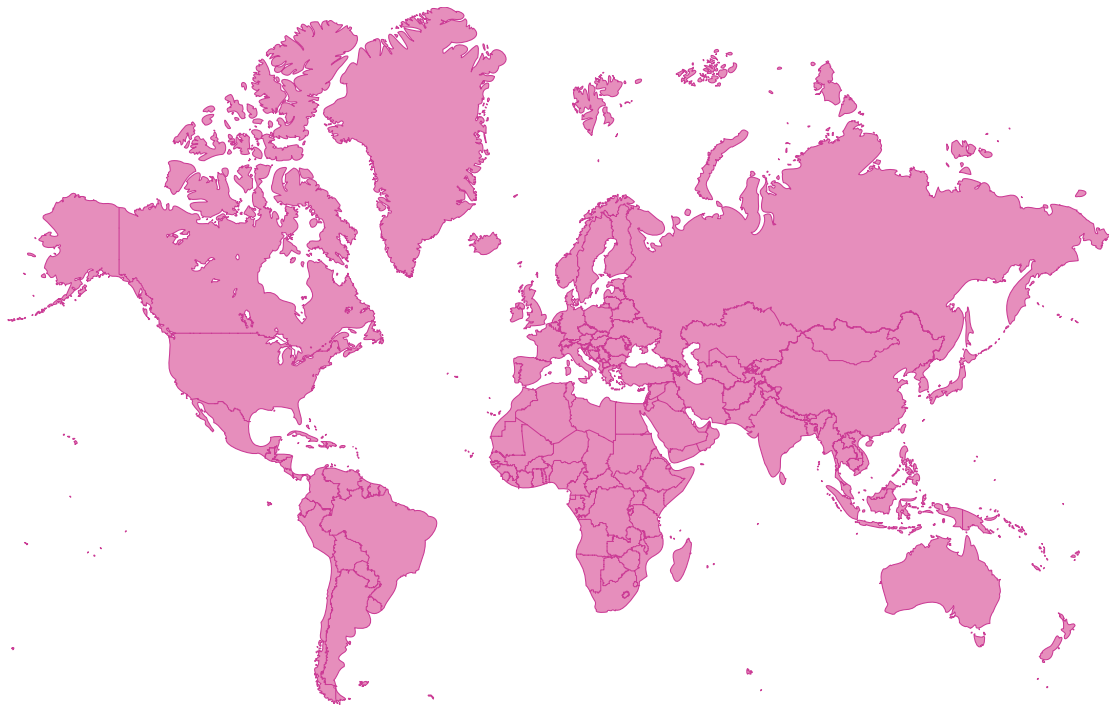


Bike to School Week 2021

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The cycling holiday of a lifetime sheet

Country:	Flag:	Languages spoken:	Traditional food:
Capital:			



Weather:	Famous sights to visit:	Population:	Other facts:
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What might I need for my cycling holiday when I visit this country: