

# BikeReady Appendices

## APPENDIX A



### New Zealand Curriculum Key Competency SOLO Self-assessment Rubrics

These SOLO Self-assessment rubrics allow students to exercise and strengthen the Key Competencies through citizenship and cycling. Students choose the most relevant Key Competency and monitor their progress in the context of being a citizen and a cyclist.

Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
Develop a critical eye (situational awareness) for unsafe environments and actions when out on your bike.	Act appropriately when on and around bikes. Act in ways that create and maintain 'bike fun and safe environments'.	Display an awareness of local issues around riding bikes. Be actively involved in community issues around having fun and keeping safe when riding bikes Contribute to physical environments and local events to make them 'bike fun and safe'.	Interact with others to create 'fun and safe' biking environments at school and in the local community.	Interpret messages in communications about 'bike fun and safe environments'. Use language symbols and text to communicate messages about 'bike fun and safe environments'.

SOLO Functioning Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
<b>Learning intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>KC: THINKING</b>  Develop a critical eye (situational awareness) for unsafe environments and unsafe actions when out on your bike.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when or why to use them. (trial and error – aware of strategies but not sure why or when to use them so makes mistakes)	I use several strategies to [insert action] and I know when and why to use them.  (strategic or purposeful use of strategies – knows why and when)	AND I act as a citizen-cyclist as ... I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

SOLO Functioning Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
<b>Learning intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>KC: MANAGING SELF</b>  Act appropriately when on and around bikes.  Act in ways that create and maintain 'bike fun and safe environments'.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when or why to use them. (trial and error – aware of strategies but not sure why or when to use them so makes mistakes)	I use several strategies to [insert action] and I know when and why to use them.  (strategic or purposeful use of strategies – knows why and when)	AND I act as a citizen-cyclist as ... I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

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<b>Learning intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>KC: PARTICIPATING &amp; CONTRIBUTING</b>  Display an awareness of local issues around riding bikes. Be actively involved in community issues around having fun and keeping safe when riding bikes. Contribute to physical environments and local events to make them 'bike fun and safe'.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when or why to use them. (trial and error – aware of strategies but not sure why or when to use them so makes mistakes)	I use several strategies to [insert action] and I know when and why to use them.  (strategic or purposeful use of strategies – knows why and when)	AND I act as a citizen-cyclist as ... I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
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<b>Learning intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>KC: RELATING TO OTHERS</b>  Develop a critical eye (situational awareness) for unsafe environments and unsafe actions when out on your bike.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when or why to use them. (trial and error – aware of strategies but not sure why or when to use them so makes mistakes)	I use several strategies to [insert action] and I know when and why to use them.  (strategic or purposeful use of strategies – knows why and when)	AND I act as a citizen-cyclist as ... I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

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<b>Learning intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>KC: USING LANGUAGE, SYMBOLS &amp; TEXT</b>  Interpret messages in communications about 'bike fun and safe environments'. Use language symbols and text to communicate messages about 'bike fun and safe environments'.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when or why to use them. (trial and error – aware of strategies but not sure why or when to use them so makes mistakes)	I use several strategies to [insert action] and I know when and why to use them.  (strategic or purposeful use of strategies – knows why and when)	AND I act as a citizen-cyclist as ... I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

## APPENDIX B

### Example planning: cycling as a context for Citizenship and Hauora

CITIZENSHIP and HAUORA in the 21st Century				
Syndicate	Term	Level		
Key Competencies				
<b><u>Thinking</u></b> Develop a critical eye 'situational awareness' for unsafe environments and unsafe actions when out on your bike.	<b><u>Relating to others</u></b> Interact with others to create 'fun and safe' biking environments at school and in the local community.	<b><u>Using language, symbols and text</u></b> Interpret messages in communications about 'bike fun and safe environments'. Use language symbols and text to communicate messages about 'bike fun and safe environments'.	<b><u>Managing self</u></b> Act appropriately when on and around bikes. Act in ways that create and maintain 'bike fun and safe environments'.	<b><u>Participating and contributing</u></b> Display an awareness of local issues around riding bikes. Be actively involved in community issues around having fun and keeping safe when riding bikes. Contribute to physical environments and local events to make them 'bike fun and safe'.

Concept	Context
<p><b>Macro-concept</b> – Citizenship</p> <p><b>Micro-concept</b> – Transport when the road is shared</p> <p><b>Concept understanding</b></p> <p>(What is worth understanding? Generalisation/s about the concept that helps students understand their world.)</p> <ul style="list-style-type: none"> <li>• When you are a <b>citizen</b> your voice is heard, you belong, you matter and you make a difference.</li> <li>• <b>Rules and laws</b> protect our <b>rights</b> and let us know our <b>responsibilities</b> as citizens.</li> <li>• Rules and laws make sure we live and work together in ways that are <b>fair and safe</b>.</li> <li>• Citizens enjoy access to many <b>shared resources</b>.</li> <li>• Citizens look out for each other when sharing resources</li> <li>• Roads are a shared resource for safer travel.</li> <li>• Roads make it easier and safer to move goods and people.</li> </ul>	<p>(List possible authentic contexts for knowledge building that will develop student understanding of the key understanding in the concept.)</p> <p><b>Cycling and cycle skills</b></p> <p>Teachers have many possible contexts to build their learning experiences around. For example:</p> <p><b>Cycling and citizenship</b></p> <ul style="list-style-type: none"> <li>• People who use <b>bicycles</b> when using the road for transport are called <b>cyclists</b>.</li> <li>• Cyclists have special <b>knowledge, skills, attitudes and behaviours</b></li> <li>• <b>Cyclists are citizens – they look out for other road users when sharing the road</b> – so that all road users enjoy <b>safer travel</b>.</li> <li>• <b>Rules and laws</b> help cyclists have safer travel</li> <li>• There are rules and laws for cycling <b>behaviour</b> and cycling <b>equipment</b></li> </ul> <p><b>Cycling and well-being</b></p> <p>Cycling creates many opportunities for <b>well-being (Hauora)</b></p> <ul style="list-style-type: none"> <li>• <b>Taha tinana</b> – Physical well-being</li> <li>• <b>Taha hinengaro</b> – Mental and emotional well-being</li> <li>• <b>Taha whanau</b> – Social well-being</li> <li>• <b>Taha wairua</b> – Spiritual well-being</li> </ul> <p><b>Cycling, Design thinking and STEM</b></p> <p>Cycling creates many contexts for learning through <b>STEM</b>., integrating design thinking through:</p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Technology</li> <li>• Engineering</li> <li>• Maths</li> </ul> <p>For example, critical and creative thinking about:</p> <ul style="list-style-type: none"> <li>• Construction – building new bicycles and improving the performance of existing bicycles; design history of bicycles</li> <li>• Machines – technology, cogs, wheels, gears, chains, pedals, brakes</li> <li>• Movement – forces, distance, speed, direction, acceleration, deceleration, stationary, friction, air resistance</li> </ul>



Concept	Context
	<ul style="list-style-type: none"> <li>• Mapping and position – roads and cycling routes, maps, pathways, bike lanes, designing and creating new routes</li> <li>• Ethics of professional practice –designing for relationships between people or designing with a focus on the motor vehicle; design implications of sharing the roads with other road users (pedestrians, motorcyclists, drivers, truck drivers) ; cycle ways.</li> </ul> <p><b>Cycling and literacy and numeracy</b>  Making meaning – language, symbols and text – in road code, fiction, non-fiction, poetry, multiliteracies, oral texts, visual texts including safety posters etc.</p> <p><b>Cycling and future focus</b> – critical and creative thinking about the role of cycling in the past, present and future of transport.</p>

### Example Planning: Determine Prior Knowledge about Cycling and Hauora

Determine prior knowledge	Learning intentions	Learning experiences
<b>Lesson 1:</b> Before we start – What do you know already about cycling and cyclists?	<p> <b>Define</b> citizen.  <b>Define</b> road user.  <b>Define</b> cyclist.  <b>Define</b> cycle.           </p> <p> <b>Describe</b> a cyclist.  <b>Describe</b> a cycle.           </p> <p> <b>Classify</b> road users.  <b>Classify</b> cyclists.           </p> <p> <b>Compare and contrast</b> cyclists with other road users.           </p> <p> <b>Explain how</b> people use bicycles.  <b>Explain why</b> people use bicycles.  <b>Explain the consequences</b> of using bicycles on people, places and the planet           </p> <p> <b>Analyse</b> a bicycle.  <b>Analyse</b> a cyclist.           </p> <p> <b>Make an analogy</b> for a cyclist.           </p> <p> <b>Create an artwork</b> to share a message about cyclists and cycling.           </p> <ul style="list-style-type: none"> <li>What do we want cyclists to know about using the roads?</li> <li>What do cyclists want other road users to know?</li> <li>What do other road users want cyclists to know?</li> </ul>	<p> <b>Discuss the following questions with students or present the questions in a short Kahoot questionnaire</b>  <a href="#">Kahoot</a>            What is a bicycle? (<b>Define</b> bicycle.)            What is a bicycle like? (<b>Describe</b> a bicycle.)         </p> <p>           What is cycling? (<b>Define</b> cycling.)            What is cycling like? (<b>Describe</b> cycling.)         </p> <p>           How does a bicycle work? (<b>Explain how</b> a bicycle works.)            What are the parts of a cyclist (person, machine, surface) and how do they work together? (<b>Analyse</b> a cyclist.)         </p> <p>           How do you keep safe? (<b>Explain how</b> you keep safe.)            How do you keep others safe? (<b>Explain how</b> you keep others safe.)         </p> <p> <b>Extend student thinking by asking:</b>            Where do you like to bicycle? (Explore roads and create maps of new cycling routes in your local area.)         </p> <p>           Use the HookED Analogy Map and rubric to create an analogy for a cyclist.  <a href="#">HookED SOLO Visual Rubric ANALOGY</a>  <a href="#">How to define using a Solo Taxonomy Map</a>  <a href="#">SOLO Visual Maps – Wiki</a>            Ask students what they think is important for road users or cyclists to know about cycling: <b>Create an artwork</b> (visual, sound, dance or drama) to communicate the message.         </p>

## Example Planning for Cycling and Hauora – Health and Physical Education

NZC Learning area	Learning intentions	Learning experiences
<b>Health and Physical Education</b> In health and physical education, students learn about their own well-being and that of others and society, in health-related and movement contexts.		
<b>Hauora (Well-being)</b> <ul style="list-style-type: none"> <li>• <b>Taha whanau</b> – Social well-being, family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support</li> <li>• <b>Taha tinana</b> – Physical well-being, the physical body, its growth, development, ability to move, and ways of caring for it</li> <li>• <b>Taha hinengaro</b> – Mental and emotional well-being, coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</li> <li>• <b>Taha wairua</b> – Spiritual well-being, the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness</li> </ul> <p>Each of these four dimensions of Hauora influences and supports the others.</p>		
<b>Relationships with other people</b> <b>C1 Relationships</b>		<b>Developing taha whanau (social well-being) through cycling</b>
	<b>Learning intentions</b>	<b>Learning experiences</b>
Explore and share ideas about relationships with other people. (Level 1)	<b>Define</b> relationship. <b>Identify</b> a person using a local road (not a cyclist). <b>Explain how and why</b> they use the local road. <b>Identify</b> a cyclist using a local road. <b>Explain how and why</b> they use the bicycle on the local road. <b>Identify</b> other road users. <b>Explain how and why</b> they use the local road. <i><b>Repeat</b> this activity to identify a group of people who use a local road.</i> <b>Share</b> ideas about relationships formed within and between different road users. <b>Describe</b> a relationship formed between road users who travel on a local road, e.g. walkers, car passengers, scooter riders and cyclists.	<b>Observe</b> road users on the local road. E.g. pedestrian, cyclist, scooter rider, passenger, car driver, bus driver, truck driver, motorcyclist, traffic warden, police officer, road patrol, mobility scooter user, wheelchair user. Note: make sure you include a cyclist in your sample. <b>Draw a picture</b> (take a photograph or record a video) of yourself as a road user on a local road. Annotate the picture (photograph/video) use a speech bubble and thought bubble to: <ul style="list-style-type: none"> <li>• <b>Explain how and why you use</b> the local road. E.g. I use it on my scooter so that I can get to school.</li> <li>• <b>Make a generalisation</b> about how using a local road makes you feel.</li> </ul> <b>Invite</b> several road users (including a cyclist) to visit the class and answer questions about how and why they are using the local road and how using the local road makes them feel.  <b>Draw a picture</b> (take a photograph or record a video) of a road user on the local road. Annotate the picture/photograph/video) to: <ul style="list-style-type: none"> <li>• <b>Explain how and why</b> they use the local road (add a speech bubble).</li> </ul>

Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. (Level 2)	<p><b>Identify a relationship between two cyclists or a cyclist and another road user.</b>  <b>Sequence the steps</b> to form a relationship between individual cyclists or within a group of cyclists.  <b>Maintain and enhance</b> a relationship with another cyclist or group of cyclists.  <b>Explain how to</b> maintain/enhance a relationship between cyclists.</p>	<ul style="list-style-type: none"> <li>• <b>Make a generalisation</b> expressing how they feel when using the local road (add a thought bubble).</li> </ul> <p><b>SOLO Hexagons activity (road users)</b></p> <ul style="list-style-type: none"> <li>• <b>Draw</b> a picture (or paste a photograph) of different road users onto separate SOLO Hexagons.</li> <li>• On the back of each hexagon <b>explain how and why</b> the road user is using the local road.</li> <li>• Work as a class or in small groups with the SOLO Hexagons to <b>find relationships (connections) between</b> cyclists and other road users.</li> </ul>
Identify and compare ways of establishing relationships and managing changing relationships. (Level 3)	<p><b>Identify</b> ways to form/manage a relationship with a cyclist or group of cyclists.  <b>Compare and contrast</b> ways of establishing/managing relationships with cyclists.</p>	<p><b>Draw a picture of</b> yourself as a cyclist participating in the cycle skills training with other students.  <b>Explain how and why you are learning cycle skills.</b></p> <p><b>SOLO Hexagons activity (cyclists)</b></p> <ul style="list-style-type: none"> <li>• <b>Draw</b> a picture (or paste a photograph) of yourself doing cycle skills training onto separate SOLO Hexagons.</li> <li>• On the back of each hexagon <b>explain why</b> you are doing cycle skills training.</li> <li>• Work as a class or in small groups with the SOLO Hexagons to <b>find relationships (connections) between</b> cyclists doing the training.</li> </ul>
Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. (Level 4)	<p><b>Explain the effects</b> of change (situations/roles/responsibilities) on relationships with cyclists.  <b>Describe</b> appropriate responses to changing a situation/role/responsibility on a relationship with a cyclist.</p>	<p><b>Make a short documentary</b> (2 – 3 minute) reflecting on the relationships formed between:</p> <ul style="list-style-type: none"> <li>• cyclists and other road users on a local road or</li> <li>• participants in the cycle skills training programme.</li> </ul>
Identify issues associated with relationships and describe options to achieve positive outcomes. (Level 5)	<p><b>Identify</b> issues associated with relationships between cyclists and within groups of cyclists.  <b>Describe</b> options to achieve positive outcomes for relationship issues.</p>	<p>In the documentary ask participants to explain how:</p> <ul style="list-style-type: none"> <li>• relationships are established, maintained and enhanced</li> <li>• relationship issues are sorted.</li> </ul>
<b>Personal Health and Physical Development A</b>		<b>Developing Taha tinana</b> – Physical well-being; the physical body, its growth, development, and ability to move, and ways of caring for it
<b>A2 Regular physical activity</b>		
	<b>Learning intentions</b>	<b>Learning experiences</b>
Participate in creative and regular physical	<b>Participate</b> in six weeks of regular cycle skills training.	<b>Participate</b> in cycle skills training.

activities and identify enjoyable experiences. (Level 1)	<b>Identify</b> enjoyable experiences when taking part in cycle skills training.	<p><b>Identify</b> experiences students enjoyed when taking part in cycle skills training each week. Record your findings on a SOLO Strip. What did you enjoy? Why did you think that? What does it make you wonder about cycling?</p> <p><b>Draw</b> pictures (take photographs or video) in response to the following prompts.</p> <ul style="list-style-type: none"> <li>• What did you enjoy when you were cycling?</li> <li>• Why do you think it was like that?</li> <li>• What does it make you wonder about cyclists and or cycling?</li> </ul> <p><b>Make a list</b> of all the enjoyable experiences you encountered during cycle skills training</p>
Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being. (Level 2)	<p>Continue to <b>participate</b> in cycle skills training</p> <p><b>Describe</b> how cycle skills training benefits well-being.</p>	<p><b>Identify</b> four types of well-being.</p> <p><b>List</b> the ways cycle skills training benefits well-being.</p> <p><b>Describe</b> how cycle skills training benefits well-being.</p> <p><i>E.g. Use a SOLO Describe Map and rubric to describe how cycle training benefits:</i></p> <ul style="list-style-type: none"> <li>• <i>Taha tinana – Physical well-being</i></li> <li>• <i>Taha hinengaro – Mental and emotional well-being</i></li> <li>• <i>Taha whanau – Social well-being</i></li> <li>• <i>Taha wairua – Spiritual well-being</i></li> </ul>
Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (Level 3)	<p><b>Practise</b> cycle skills in a range of different environments:</p> <ul style="list-style-type: none"> <li>• in the school grounds,</li> <li>• at a local park.</li> </ul> <p><b>Describe</b> how cycle skills training promotes well-being.</p>	<p><b>Make</b> regular visits to local parks, cycle trails and open spaces to practise cycle skills.</p> <p><b>Keep</b> a picture/photo log/blog of each visit identifying the visit/activity, describing how and explaining why the regular participation promotes well-being. <b>Use</b> photos (drawings/paintings), maps and street view from Google Earth and anecdotes from the visits to illustrate a picture book text describing how cycle skills training promotes well being.</p> <p><b>Create a short persuasive video</b> (2 to 3 minutes) describing how cycle skills training can change your life for the better.</p>
Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.(Level 4)	<p><b>Timetable</b> cycle skills practise into a regular before or after school and school holiday activity.</p> <p>For example, introduce ‘Rise Early Wednesdays’ or ‘Stay Late Thursdays’ to allow more time for skills training.</p> <p>Promote these regular activities to others who will help sustain them.</p>	<p><b>Organise</b> opportunities for regular cycle skills practise. Use multimedia to promote these opportunities.</p> <p>E.g. posters, text messaging, school newsletter, school notice boards, pop-up theatre, and assembly notices or presentations.</p>

Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance. (Level 5)	<p><b>Use</b> cycle skills in cycling activities in the wider community.</p> <p><b>Describe</b> involvement in different cycling activities and events in the wider community.</p> <p><b>Explain how</b> varying levels of involvement in cycling affect well-being.</p> <p><b>Explain how</b> varying levels of involvement in cycling affect lifestyle balance.</p>	<p><b>Participate</b> in cycling activities available in the local and wider community.</p> <p><b>Lobby</b> different community groups to host or organise cycling activities for people in the local community who for different reasons may find it difficult to experience cycling.</p> <p><b>Write a community blog</b> (or vlog) advertising cycling activities and interviewing and reflecting on road users with varying levels of involvement in cycling. Explain how cyclists' well-being is enhanced by their involvement.</p>
<b>A3 Safety Management</b>		<p><b>Developing Taha tinana</b> – Physical well-being, the physical body, its growth, development, ability to move, and ways of caring for it</p> <p><b>Developing Taha hinengaro</b> – Mental and emotional well-being, coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>
	<b>Learning intentions:</b>	<b>Learning experiences</b>
Describe and use safe practices in a range of contexts and identify people who can help. (Level 1)	<p><b>Identify</b> safe practices when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p><b>Describe</b> safe practices when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p><b>Identify</b> people who can help others use safe practices when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p><b>Use</b> safe practices when cycling:</p>	<p>Use the resources below to <b>identify</b> safe practices when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p>Observe, photograph and or video cyclists preparing for a trip. Identify the safe practices they use. Draw or photograph each safe practice. Use the photos or video to re-look at the preparations. How did they check their equipment and their safety helmet? In what order did they check their equipment and safety helmet? Make a class timeline using photographs and drawings to sequence all the steps the cyclists took before they left on their cycle tour.</p> <p><b>Use the SOLO Strip</b> to think deeply about the safe practice. First identify a safe practice from the resources, then explain why you think it is a safe practice and finally wonder about how you could use the practice. Use this practice (model practice).</p> <p><b>Use SOLO Hexagons.</b> Students work in collaborative groups. Ask groups to:</p> <ul style="list-style-type: none"> <li>• Brainstorm everything they know about safe practice when cycling or about someone who can help keep us safe when cycling. Record each idea or thought as text or a drawing onto a separate blank hexagon.</li> </ul>

	<ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternatively, use the prepared Cycle Safe Practice Hexagons.</li> <li>• Working together, cut each hexagon from the template and then arrange the hexagons by tessellating them.</li> <li>• Explain why you have made straight-edged connections between individual hexagons (using connectives like 'because ...' and 'so that ...').</li> <li>• When you have finished organising the hexagons, step back and look at the cluster of hexagons (or the vertex where three hexagons come together). Make a generalisation about the nature of the relationship between the ideas. (Overall we think safe cycling/ the people who keep us safe when cycling are ..... because ... because ...)</li> <li>• Share your generalisations about safe cycling.</li> </ul> <p>For hexagon templates:  HookED SOLO Hexagon generator – Add content to hexagons using the online generator:  <a href="#">SOLO Hexagons (App Store)</a>  <a href="#">HookED SOLO Hexagon generator</a>  <a href="#">SOLO Hexagon templates primary</a>  <a href="#">SOLO Hexagon templates secondary</a></p> <p>Make a pocket checklist or fridge magnet that cyclists could refer to before leaving on a cycle trip.</p> <p><b>Resources:</b>  <a href="#">Fact Sheet 01 – Cycles – Road rules and equipment (Waka Kotahi, PDF)</a>  <a href="#">Cycling (Waka Kotahi)</a>  <a href="#">The New Zealand code for cycling</a></p>
Identify risk and use safe practices in a range of contexts. (Level 2)	<p><b>Identify</b> risk when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p><b>Use</b> safe practices when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> </ul>	<p>Use the resources below to <b>identify risk</b> when cycling:</p> <ul style="list-style-type: none"> <li>• in the playground</li> <li>• on a bike trail</li> <li>• on the road</li> <li>• in the park.</li> </ul> <p>Observe, photograph or video cyclists preparing for a trip. Identify the risks they face and how they manage them with a safe practice. Draw each risk or risk situation. Use the video to re-look at the preparations. How did they manage the risks?</p>

	<ul style="list-style-type: none"> <li>• on the road</li> <li>• in the park.</li> </ul>	<p><b>Use the SOLO Strip</b> to think deeply about the risks. First identify a risk from the resources or your personal knowledge, then explain why you think it is a risk and finally wonder about how you could manage the risk with a safe practice. Use this practice (model practice).</p> <p><b>Use SOLO Hexagons.</b> Students work in collaborative groups. Ask groups to:</p> <ul style="list-style-type: none"> <li>• Brainstorm everything you know about risk when cycling. Record each idea or thought as text or as a drawing onto a separate blank hexagon.</li> <li>• Working together, cut each hexagon from the template and then arrange the hexagons by tessellating them.</li> <li>• Explain why you have made straight-edged connections between individual hexagons (using connectives like 'because ...' and 'so that ...').</li> <li>• When you have finished organising the hexagons, step back and look at the cluster of hexagons (or the vertex where three hexagons come together).</li> <li>• Make a generalisation about the nature of the relationship between the ideas. (Overall we think safe cycling/ the people who keep us safe when cycling are ..... because ... because ...)</li> <li>• Share your generalisations about safe cycling.</li> </ul> <p>For hexagon templates: HookED SOLO Hexagon generator – Add content to hexagons using the online generator: <a href="#">SOLO Hexagons (App Store)</a> <a href="#">HookED SOLO Hexagon generator</a> <a href="#">SOLO Hexagon templates primary</a> <a href="#">SOLO Hexagon templates secondary</a></p> <p>Make a bag tag, pocket checklist or fridge magnet prompt card risk management check list that cyclists could refer to before leaving on a cycle trip. Create a short 2-3 minute instructional video to teach road users how to manage risks when using a cycle. Write and illustrate a procedural text for managing risks when using a cycle for new cyclists.</p> <p><b>Resources:</b> <a href="#">Fact Sheet 01 – Cycles – Road rules and equipment (Waka Kotahi, PDF)</a> <a href="#">Cycling (Waka Kotahi)</a></p>
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		<a href="#">The New Zealand code for cycling</a>
Identify risks and their causes and describe safe practices to manage these. (Levels 3 and 4)	<p><b>Identify</b> risks when cycling.</p> <p><b>Identify</b> the causes of risks when cycling.</p> <p><b>Describe</b> safe practices to manage risks when cycling.</p>	<p>As above – include a focus on causes of the risks you identify. Invite a member of a local biking association or safety officer from the local council to talk with students about the causes of risks.</p> <p><a href="#">HookED SOLO Visual Rubric ANALOGY</a>  <a href="#">How to define using a Solo Taxonomy Map</a>  <a href="#">SOLO Visual Maps – Wiki</a></p> <p>Use a simple -bowtie Map to think about blockers for the causes of risk identified.</p> <p><b>Resources:</b>  <a href="#">Fact Sheet 01 – Cycles – Road rules and equipment (Waka Kotahi, PDF)</a>  <a href="#">Cycling (Waka Kotahi)</a>  <a href="#">The New Zealand code for cycling</a></p>
Investigate and practise safety procedures and strategies to manage risk situations. (Level 5)	<p><b>Identify</b> risk situations for cyclists.</p> <p><b>Identify</b> safety procedures and strategies used by cyclists and other road users to manage risk situations.</p> <p><b>Practise</b> safety procedures and strategies to manage risk.</p>	<p>Contact members of different local businesses, government departments, institutions and organisations to find out about the safety procedures and strategies they have developed for cyclists.</p> <p>Investigate the safety procedures and strategies your school (or other organisation) has developed for cyclists. If the procedures can be upgraded or enhanced, lobby the policy makers to review their procedures and strategies.</p> <p>Practise and model the safety procedures and strategies to manage risks when you are sharing the road with cyclists or on a bicycle.</p> <p><b>Resources:</b>  <a href="#">Fact Sheet 01 – Cycles – Road rules and equipment (Waka Kotahi, PDF)</a>  <a href="#">Cycling (Waka Kotahi)</a>  <a href="#">The New Zealand code for cycling</a></p>