



Equipment	Chosen equipment for presentation (e.g., bike, helmet, signs, etc.)
Learning Outcome	Demonstrate teamwork skills and research, prepare, and present a topic about bike safety or maintenance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, divide students into groups of 3-4 and ask each group to choose a topic from the table provided below or choose their own topic. Ensure that each group chooses a different topic. Create a video or written instructions to share with students about how to search for information about their topic. The websites provided below can be shared as a starting point to find information. Encourage students to research their topic on their own in advance of class time and come prepared to support their group members with developing their presentation.



Activity Description

Note: This activity will require multiple classes to complete.

Share with students that they will work in groups to select, prepare, and present a topic about bike safety or maintenance. If utilizing a flipped classroom strategy, ask students to get into their groups and begin preparing their presentation.

If not utilizing a flipped classroom strategy, divide students into groups of 3-4 and ask each group to choose a topic from the table provided below or choose their own topic. Ensure that each group chooses a different topic. Allow students time to brainstorm what their presentation will include and provide them with access to the websites below as a starting point to find information.

Suggested presentation topics:

- Proper fit and wear of helmets
- How to put a bike chain back on
- Appropriate clothing for safe biking
- Parts of a bike
- Assessing potential biking hazards (e.g., weather, poor roads, animals, etc.)
- How to follow road safety signs
- Types of safety equipment (e.g., reflective stripes, lights, etc.)
- Checking a bike for best fit
- Hand signals for cyclists
- Different reasons for riding a bike (e.g., fun, health, environment, etc.)

Suggested information websites:

[Bike Safety – Canadian Red Cross](#)

[Cycling – Parachute Canada](#)

[PHE Canada - Guide to Ride – Grade 4 Resource](#)

Visit each group to ensure that each group member has a role in the presentation. Groups should develop a 3-5 minute presentation on their chosen topic and consider what props or equipment they will need. If possible, have bicycles and other equipment available for students to utilize during their presentation. Students can also create poster boards or images to prepare their presentations (e.g., road signs, hand signals, etc.), as well as interactive activities that classmates can participate in during the presentation (e.g., trying out hand signals, identifying parts of a bike, etc.).

Allow time for each group to present in front of the class and encourage classmates to ask questions or participate in the activities developed by each group.



Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- What is one new thing you learned about bike safety or maintenance from the presentations?
- How did you and your group members decide what information to include in your presentation?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Provide students with information sheets about their topic and have them prepare their presentation using this information.	Students use the required equipment for them to complete the activity successfully.	Students complete the activity in pairs.



Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student successfully demonstrate teamwork skills such as cooperation, active listening, reliability, problem solving, and organization?
- Is the student able to successfully contribute information and ideas to their group for their presentation?
- Is the student able to successfully participate in the group presentation speaking clearly and at an appropriate volume level?