



## Module 3

# I'm ready to ride my bike!!!



### SHORT DESCRIPTION

*This lesson focuses more on language learning than practical skills, although it maintains a playful and learning-by-doing approach. The students are introduced to different weather conditions, and learn the appropriate clothes and equipment to wear for different eventualities.*

### EXPECTED LEARNING OUTCOMES

<b>English vocabulary</b>	Words related to weather conditions, clothes and accessories to wear
<b>English grammar</b>	What's the weather like? I am ready to ride my bike!
<b>Complementary skills</b>	Teamwork Supporting school mates

### BEFORE THE CLASS

Choose one side of the classroom to use for the LEARNING part of the lesson. Put up the DEMO SHEETS.

In one end of the classroom, place two bikes at the same distance from the wall. Put rear- and front lights and bells in place.

Prepare two identical piles of clothes and equipment, including: helmets, hats, scarves, gloves, t-shirts, shorts, reflective vests, water bottles, sunglasses, raincoats

Use one of the piles for the demonstration and keep one aside to be used in Activity 3.3.

## 1. WARM-UP

### Activity 1.1

## Walk, run, jump, fly, ride your bike!

### Description

Let the children stand in circle at the centre of the classroom. The teacher and mechanic demonstrates different “action words”, e.g. WALK, RUN, JUMP, FLY, RIDE YOUR BIKE, CLAP YOUR HANDS, SWIM, etc. Ask the kids: “What am I doing?”. Try to get them to answer and imitate.

Next, ask the children to walk freely and randomly in the classroom. After a while, start giving them instructions: “EVERYBODY FLY” or “EVERYBODY RIDE THEIR BIKE!”; the kids should move around in the classroom accordingly. You can also use the word “FREEZE” to let them stop and stand still for a few seconds.

### Time needed

5-10 minutes

### Activity 1.2

## Where is the helmet?

### Description

Group the kids by the centre of the classroom and ask them to stand in circle again. Now put the two bikes in the middle of the circle. Take one helmet and place it in different positions in respect to the two bikes, then comment: “The helmet is between the bikes” or “The helmet is under/in front of/on top of/next to the bike”. Make a few examples and then start asking the children: “Where is the helmet now?”. Also, you can make a statement and let him or her place the helmet in the right position.

### Variation

You may start by wearing the helmet and sing a simple melody based on the sentence “I have a helmet on my head, now the helmet is...” and then place the helmet somewhere in respect to the bikes. The children will get very excited and learn the melody very quickly. Most likely they will sing all together after a few rows and they will finish each time by closing the sentence with the correct position of the helmet.

### Time needed

5-10 minutes

### Materials

- Two bicycles
  - One helmet
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## 2. LEARNING

### Activity 2.1

## Weather and clothes

### Description

Move to the demonstration wall and hand out the students’ maps. First the teacher goes through the weather, asking the kids if they know them. Point to the picture and ask “What’s the weather like?”

Also ask them if they know other weather conditions. The teacher then points to the clothes map on the wall, and hands out the maps for the students. Then, for each weather condition, ask the kids what they can wear if it’s raining, hot, cold, etc.

NB: Try to make them use the correct terms, such as “a pair of shorts” and a “pair of gloves”, etc.

### Time

20-25 minutes

### Materials

- Demo Sheets Module 3 ([Annex 3A](#))
  - Whiteboard pen
  - Students' weather and clothes map ([Annex 3B](#))
  - Pens to distribute (you may also ask that they bring their own)
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## **3. INTERACTION**

### Activity 3.1

## **Making teams**

### Description

Make the kids stand in a line and give each of them different weather conditions: SUNNY, RAINY, DARK, COLD. Group them according to their corresponding weather condition. Each group should be composed by 4-5 pupils. Send the groups to different corners of the room.

### Time

5 minutes

### Activity 3.2

## **Matching Weather and Clothes**

### Description

Each team is given weather and clothes cards ([Annex 3C](#)). The game is to match the right clothes to the right weather conditions. Then the students should try to explain to the rest of the class (or the educators) why they have chosen that way. E.g. "It is hot, so I need a pair of shorts, a t-shirt and the water bottle".

N.B. Most likely they won't speak very much, so you need to ask questions to trigger them to speak.

### Time

10-15 minutes

### Materials

- Weather and Clothes Cards ([Annex 3C](#))

### Activity 3.3

## **Bike dressing relay**

### Description

Put the two bikes on one side of the classroom, with a pile of clothes in front of each of them. On the other side, line up the kids in two lines. First, show them the game together with the mechanic: the teacher announces what the weather is like (e.g. "Today it's cold and windy!"), then the mechanic runs to the bikes, looks for the right clothes to put on (e.g. hat, scarf, gloves, etc.) and finally wears them as fast as he/she can. When the mechanic has put on the clothes, he/she rings the bell and shout: "I am ready to ride my bike!". In all weather conditions, the pupils shall wear the helmet.

N.B. The kids cannot "win" until they shout the phrase. The teacher then controls that they have put on the right clothes, while repeating the words and weather conditions to the class. Example. "Francesco wears a hat and a scarf because it is cold".

### Variation

The kids can do the game in pairs, where one is the cyclist and one helps him or her to dress up.

### Time

20-25 minutes

### Materials

- Two bicycles
  - Two raincoats
  - Two sunglasses
  - Two water bottles
  - Two reflex vests
  - Two pairs of gloves
  - Two scarves
  - Two hats
  - Two pairs of shorts
  - Two t-shirts
  - Two helmets
  - Two front lights
  - Two rear lights
  - Two bells
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## **4. PRACTICE**

### Activity 4.1

## **Worksheets**

### Description

Hand out the worksheets. The teacher goes through the exercises, and if there is any time left the kids start to do them. Otherwise leave them to hand out later, or you hand them out to the kids together with the Tool maps.

### Time

10-15 minutes

### Materials

- Worksheets ([Annex 3D](#))
- Pens to distribute