

Lesson 7: Group riding skills

Bikes are for everyone!

Anyone can ride a bike. However, some students may require additional assistance in the form of modified equipment and differentiated teaching. Suggestions for activity differentiation are provided throughout the lesson plans. Some students may also benefit from learning support aids such as social stories and other resources. If you would like further information on options for equipment modifications, adaptive bicycles and assistive technology, and learning support aids to assist with the delivery of Bike Ed, please email bikeed@transport.vic.gov.au.



SUGGESTED STAGE

While this Unit is designed for Years 5 and 6 (age range 10-13 years), you may choose to use these lessons for a different age range, depending on the development, maturity and existing bike riding experience level of your students.



SUGGESTED DURATION

This is the seventh of ten lessons for Unit 3 – Getting ready to ride on the road.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to effectively communicate to others on the group ride.



SUCCESS CRITERIA

- Safely use scans, signals, head checks when needed.
- Initiates and follows voice commands.
- Merges and splits with other riders.



EQUIPMENT

Bicycles, helmets, cones, soft foam balls, stop and give way signs, printed maps of upcoming rides.





CURRICULUM LINKS

The Bike Ed program is designed to support all students by emphasizing the importance of safety and promoting independent travel skills. The Bike Ed program caters for all students and recognizes the need to teach safety and independent travel for all. Acknowledging the diverse needs of learners, we are committed to providing tailored assessment materials for students working at levels below the Foundation stage (A-D curriculum). For more information please email bikeed@transport.vic.gov.au.

CONTENT DESCRIPTORS

(Geography)

VC2HG6S02 locate, collect and organise information and data from primary and secondary sources, including from fieldwork.

(HPE)

VC2HP6M01 adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings.

VC2HP6M02 transfer familiar movement strategies to different movement situations.

VC2HP6M03 investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.

VC2HP6M06 participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participation.

VC2HP6M10 participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 6, students:

- develop questions, and locate, collect and organise information and data from a range of primary and secondary sources

(HPE)

By the end of Level 6, students:

- refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. They propose strategies to promote safe physical activity participation that enhance health and wellbeing.



LEVEL 5 – 6 RUBRIC: BIKE ED

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can identify safety issues with theirs and others' bikes, clothing or equipment.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest some practical solutions to improve safety.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety.
Students can perform a head scan and use hand signals safely at all times whilst maintaining control of the bike (in a simulated school environment).	Students demonstrate successful communication to other riders whilst within the school (head scan, head checks, hand signals, voice commands)	Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands).

Continued overleaf.



LEVEL 5 – 6 RUBRIC: BIKE ED (Continued)

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs (in a simulated school environment).	Students obey all road safety rules in a simulated school environment (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs)	Students obey all road safety rules whilst riding outside the school (keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs).
Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed) (in a simulated school environment) Students can follow instructions and work as a group in the outside school grounds ride.	Students obey all road safety instructions and norms in a simulated school environment (follows all instructions from the teacher, ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).	Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).
Students can identify and mitigate hazards in a simulated school setting.	Students can identify and mitigate some hazards in a community setting with assistance.	Students can identify and mitigate hazards in a community setting with assistance.
Students can plan a safe travel route with assistance (including identifying some hazards) in their community.	Students can plan a safe travel route using one form of technology and other information (with teacher assistance).	Students can plan a safe travel route using a range of technologies and information (with teacher oversight).

Tuning in activity. Brainstorming communication.

Approx. 5 minutes

Activities & Differentiation

Think/pair/share in groups of 2 or 3, brainstorming responses to the following questions:

- What are some different hand signals that bike riders might use, and why?
- What are some different voice calls that bike riders might use, and when would they be they useful?
- How else can we communicate our intentions with drivers?
- How can we be sure that drivers have seen us?

Each group shares one response with the class, demonstrating the example where possible.

Teaching Points

Ensure students are tuning in to keys to different ways of communicating with other road users, such as:

- Hand signals for turning.
- Pointing out hazards to other bike riders.
- Using voice calls to communicate movements to other bike riders and pedestrians.
- Using road positioning to communicate intentions.
- Making eye contact with drivers.



Safety Checks.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), helmet fit guide, and ABCD check guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Dropping the bike should only be from a very small height (approx.5-10cm).
- Ensure bike seats are at the appropriate height for the student.

Activities & Differentiation

Helmet & clothing check

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.
- Students will put on their own helmets.

** For suggestions regarding safety considerations and how to adapt the helmet and clothing safety check to accommodate students with specific religious or cultural clothing, please email bikeed@transport.vic.gov.au.*

ABCD bicycle check

Each student completes a check of their bicycle, as led by the teacher. Use ABCD check guide. The ABCD check is as follows:

- Is there air in the tyres? Squeeze the tyre walls.
- Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- Does the chain move smoothly? Inspect the chain and move the pedals.
- Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).
- You may also choose to add "E" for handlebar Ends: check that the end caps at the ends of the handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Attitude check

Try your best, have fun, respect others.

Teaching Points

We must always wear a helmet when on a bike because it protects our head and our very important brain. Just as important, is for the helmet to be fitted correctly, otherwise it won't work properly.

If we aren't dressed properly then we can't be seen easily, so someone might run into us.

We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.

Key Questions

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?
- Why do we do a bike check before we ride?



Activity 1. Move on over.

Approx. 10 minutes

Resource Requirements

Cones. Chalk can be used to create line markings, and draw directional arrows on the ground. This setup works extremely well using the side-lines of a tennis court as the “bike lanes”.

Activities & Differentiation

This activity will involve students riding in a simulated bike lane that ends (due to a parked car) and must then merge into the “traffic lane” and ride 1 metre out from the edge of the lane.

- Remind students about the skill of scanning behind (head-checks), and signalling. Introduce the concept of indicating to show that you are changing lanes. Explain when you would have to do this.
- You may wish to first have the students walk (with or without) their bikes through the course slowly. Explain the scan, signal, scan process and when each step should occur.

Modifications

- You may wish to have this activity occurring on only one side of a rectangle (not both as in the second progression diagram), and a different (less complex) activity such as slalom, along the opposite edge of the rectangle; so that the teacher can closely observe for safe merging and provide feedback.
- If students are not confident taking a hand off to signal, they can use their voice to say “merging” instead.
- If students are not confident to scan behind without swerving out of the lane, they can practice just looking sideways to start with, and build up to checking behind.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).

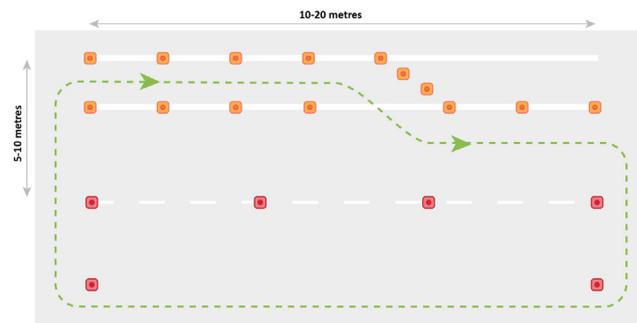
Progressions

- As students become competent at the task, some students will be instructed to take the traffic lane from the start (diagram overleaf; following the blue line and arrows), and they then become traffic that the bike lane traffic must give way to / merge into.
- Initially, the traffic lane riders should ride slowly enough to allow a gap for the merging rider to merge

Safety

- Must be completed at low speed.
- Students must maintain at least two bike lengths distance to other bike riders.

Activity Setup

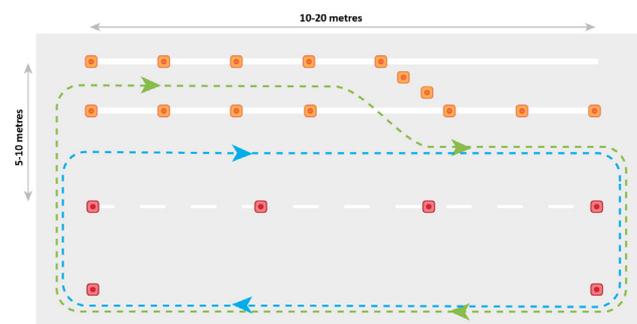


Teaching Points

Negotiating your movements with other bike riders and road users on paths is very important. Most important for students is to have a safe attitude, where each bike rider will act in the safest, most predictable way possible to avoid collisions.

Progression Activity Setup

Adding a “traffic lane” of riders.



Key Questions

- How do you avoid collisions when merging into a traffic lane?
- Safe attitude.
 - Low speed.



LESSON PLAN

Unit 3 Lesson 7: Group riding skills

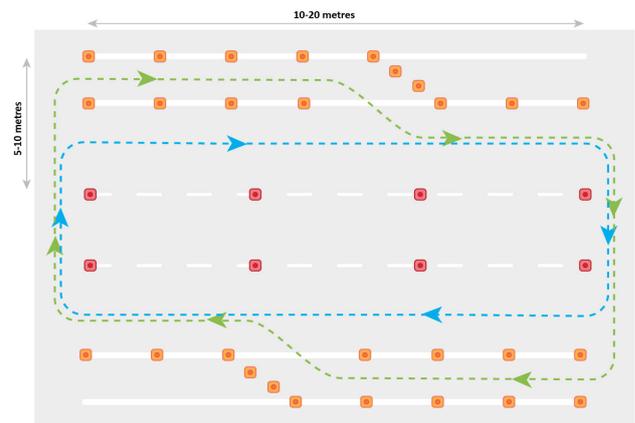


- in front of them. As skills progress, traffic lane riders can choose to speed up so that the bike lane cannot merge in front of them and must slow or stop to give way; or may choose to slow down to make merging possible; simulating real-life situations in traffic.
- For this progression, the confident riders should begin the green path (bike lane) only when they are ready, with less confident riders taking the blue path (traffic lane) until they are confident to take the bike lane.
- As students get more familiar with this activity, they could choose which lane they take (bike lane or traffic lane) by signalling their intentions.
- A teacher or non-riding student can stand in the area where the “parked car” is in the bike lane and have their arm out as if it is an opened door, reminding students that they need to be one metre out to avoid getting “doored”. The student or teacher in the parked car could hold a pool noodle out as the “door” instead of holding their arm out. Note: this should be a distance indicator only, and should not be allowed to make contact with the student on the bike.

- Understanding the road rules for merging.
- Scan, signal, scan.
- Communication (signalling).
- Being prepared to slow and stop if there is not space to merge.

Alternate Setup

Using both sides of a circuit so students get two opportunities to practice.



Activity 2. Signaling and voice commands.

Approx. 10 minutes

Resource Requirements

Bicycles (at least one per two students) and helmets (one per student), cones.

Safety

- Maintain at least a bicycle length between each other when in single file.
- Smooth braking to prevent collisions.

Activities & Differentiation

Bring class together for instruction on key signals. See teaching points for details.

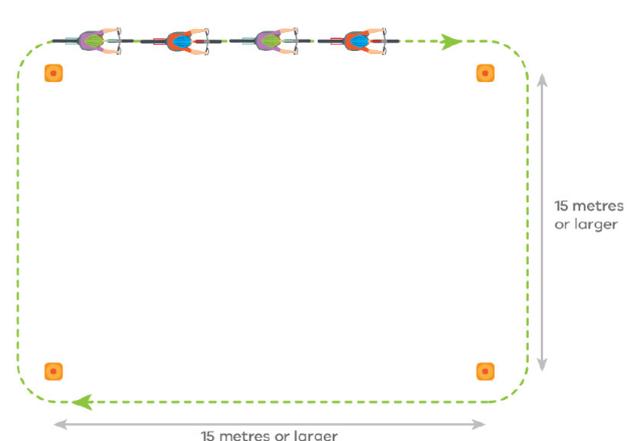
In an open area, riders will follow in single file. The movements will be dictated by the leader and signals/commands repeated by all group members.

- Begin with a predictable path, such as around the outside of a rectangular area (such as a basketball court).
- Then progress to move randomly around the area, with left and right turns, as well as stops.

Modifications

- If the space is confined, the group sizes can be limited, or the group split in multiple groups.

Activity Setup



LESSON PLAN

Unit 3 Lesson 7: Group riding skills



- If students are less confident, the activity can commence with smaller groups and then progress later into larger groups.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).

For students who are struggling or nervous about taking a hand off the handlebars to signal, suggest that they follow this process. Once they can ride for at least 10 metres completing the task, they can move to the next step.

1. Start by simply loosening the grip with the signaling hand, to feel how the balance needs to shift.
 2. Take the hand off the grip completely but hover it approx. 5-10cm above the grip.
 3. Take the hand off the grip and place it on the knee on the same side.
 4. Take the hand off and move it very slowly outwards away from the body.
 5. Progress to a full signal.
- *Note that the first 3 steps have the hand in line with the body, so that the balance point is not disrupted by moving the arm sideways. Explain this to students so they understand the importance of moving the arm out slowly, until they are very comfortable with the process.*

Progressions

- Include hand signals and voice calls that need to be passed back along the group – such as hand signals for turning, and calls for “slowing”, “stopping”, or pointing out obstacles (pot-holes, posts, speed humps, sticks, rocks, dogs, potential car doors, etc).
- Students may lead the activity once they have gained confidence, calling out the commands and signals.

Teaching Points

The signals are:

- Right: right arm extended horizontally.
- Left: left arm extended horizontally

Voice commands accompany these: ‘Turning Right’, ‘Turning Left’, “Slowing”, and ‘Stopping’. These are passed from the leader to the tail of the group, as the signal and command are repeated by each group member until everyone knows.

One of the most important parts of being a safe bike rider is being predictable to other road users.

When riding as a group, everyone needs to behave predictably to ensure that other roads users can maintain a safe distance.

Signaling provides other road users and group members with information, allowing your future movements to be known and conducted safely.

Key Questions

Why is it so important to signal what we are doing on the road?

- Predictable for our group members and other road users.

Why should we leave a bike length gap between riders?

- Because it takes time to react to signals, voice commands and braking, so we need a margin of safety.

What challenges did you find when doing the activity?

- Hard to hear? Need to be assertive with our commands.

Activity 3. Moving into pairs and single file.

Approx. 15 minutes

Resource Requirements

Bicycles (at least one per two students) and helmets (one per student), cones.

Safety

- Maintain at least a bicycle length between each other when in single file.
- Smooth braking to prevent collisions.



LESSON PLAN

Unit 3 Lesson 7: Group riding skills



Activities & Differentiation

Provide instruction about riding in pairs as a group and riding in single file. We need to know how to do both and how to switch between them.

“Double up!”

When you hear the command “Double up!”, bike riders will move from single file into pairs. The process:

- The first rider/leader should do a head-check first to make sure it is still safe to move to double file.
- Communicate this to riders behind them. They will call out the words “Double up!” so that people behind can hear them, and this message should be passed back through the group.
- The first, and then every second (alternating) rider will move to the right (into the traffic lane).
- The rider that was behind them will then move up to be on their left.
- Each pair should then move up to close the gap to the pair in front of them.
- Do the process standing in line (single file) first. Number each rider 1, 2, 1, 2, etc. On calling “double up”, each “1” should step to the right, and each “2” should step forward. The group is now in double file.
- Then walk slowly through this same process without bicycles.

“Single file!”

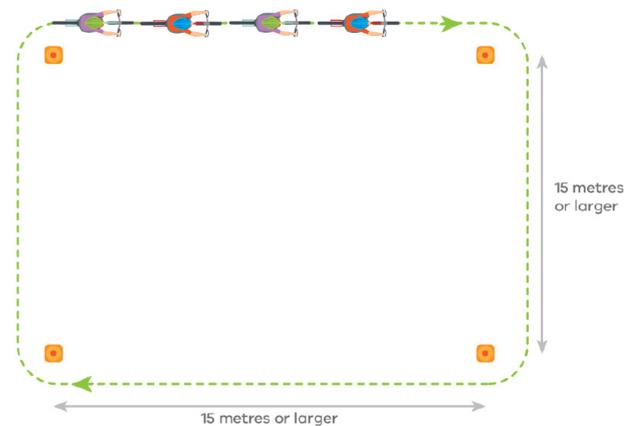
When you hear the command “Single file!”, bike riders will move from pairs into single file. They do this by:

- Communicating this to riders behind them. They will call out the words “Single file!” so that people behind can hear them, and this message should be passed back through the group.
- Riders on the left will slow down to create gaps.
- Riders on the right will continue straight and move ahead of the rider that was previously to their left, and then move left into the gap left by that rider.
- As per the previous process (riders numbered 1, 2, etc). On calling “single file”, each “1” should step forwards, and then step to the left. The group is now in single file.
- Then walk slowly through this same process without bicycles.

Once students are familiar, do this process slowly on bicycles around a simple and familiar track. The calls should begin with the leader.

- Start with riders in the same order as when they were lined up, and then swap them around so they can

Activity Setup



Teaching Points

Different road environments may require different ways of riding as a group. In quiet streets, riding in pairs as a group may be preferable to keep the group together however, where road/path space is tight, it may be better to be in single file.

Note: It can be safer to be in double file as a group where it would not be safe for a car driver to overtake a single line of riders, such as through roundabouts or queuing at intersections. This also then halves the length of the group and therefore time taken when a car driver does find a safe place to overtake the group.

Key Questions

Why is it so important to signal what we are doing on the road?

- Predictable for our group members and other road users.

When would we want to change from single to doubled up riding? And vice versa?

- When there is little road space, we should ride single file. This allows cars to comfortably pass whilst leaving a gap.
- When there is ample road space, doubling up is good because it allows the group to be closer together which makes communication easier.

What challenges did you find when doing the activity?

- Hard to hear? Need to be assertive with our commands.



LESSON PLAN

Unit 3 Lesson 7: Group riding skills



experience the difference between the right and left lanes.

Modifications

- If the space is confined, the group sizes can be limited, or the group split in multiple groups.
- If students are less confident, the activity can commence with smaller groups and then progress later into larger groups.

Progressions

- Students may lead the activity once they have gained confidence, calling out the commands and signals.

Optional. Tortoise game: Slow ride.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student) and cones.

Safety

- Students must maintain at least two bike lengths distance to other bike riders.

Activities & Differentiation

- Line students up along a line, as per diagram, with the finish line 10-15 metres away.
- Riders attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground.

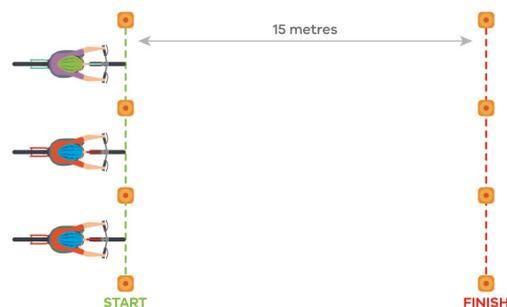
Modifications

- To ensure everyone gets to participate, if a competition is made out of the activity ensure that everyone gets to participate and compare their improvement rather than just the most skilled.
- Rather than making it a competition against other students, suggest students keep a tally of how many times they touch their foot down, and aim to improve their score on subsequent runs.
- Students who are not yet able to balance and pedal may still participate using a balance bike by pushing off to start and seeing how long they can balance and roll without touching a foot down, and aiming to reduce the number of foot touches per run.

Progressions

- Encourage advanced students to think about their gear selection (if they have gears and understand them), and experiment with what gear selection works best for riding slowly with control.

Activity Setup



Teaching Points

Tips for improving this skill include maintaining good posture, doing half pedals, looking ahead, and not coming to a complete stop.

Key Questions

- Is it easier to ride slowly or at normal speed?
- What tips do you have for other people to help them do the tortoise race?
- Why do we practice slow riding?



LESSON PLAN

Unit 3 Lesson 7: Group riding skills



- Advanced riders may also wish to experiment with standing on the pedals vs sitting on the seat, and note how this affects balance.
- Suggest students hold their pedals level (at 3 and 9 o'clock), with small pedal movements backwards and forwards, to help maintain balance
- Challenge students to think about where they are looking.
- Suggest students use their brakes to control their speed and maintain balance (pedaling into the brakes)

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

What are the keys to riding in a group?

- Communication,
- Space,
- Predictability.

How can we communicate our intentions with other road users? (students to demonstrate examples)

- Hand signals,
- Voice calls,
- Road positioning,
- Eye contact.

Hand out route maps to students in preparation for the upcoming rides.

Thumbs up/down/sideways: How comfortable are you riding in a group?

** Make sure that all permission forms have been returned prior to the rides and that a risk assessment has been undertaken and approved.*

Key Questions

Why is it so important to signal what we are doing on the road?

- To be predictable for our group members and other road users.

When would we want to change from single to double file riding? And vice versa?

- When there is little road space, we should ride single file. This allows cars to comfortably pass whilst leaving a gap.
- When there is ample road space, doubling up is good because it allows the group to be closer together which makes communication easier.
- It can also be safer to be in double file as a group where it would not be safe for a car driver to overtake a single line of riders, such as through roundabouts or queuing at intersections. This also then halves the length of the group and therefore time taken when a car driver does find a safe place to overtake the group.

