



## UNIT OVERVIEW

# Unit 3: Getting ready to ride on the road

### 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](mailto: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

The unit is designed to be delivered in nine lessons, each having a suggested duration of 45 minutes, with a suggested 90 minutes for the final lesson including a group ride outside of the school grounds. **Suggested total unit teaching time is 8.25 hours.**



#### APPROACH TO USING THE LESSON PLANS

The lessons should be delivered in order, as content builds upon previously gained skills and knowledge. The lessons can be scheduled in a flexible way that suits your school. For example, you could conduct one lesson per week, over the course of a term or in a more concentrated schedule over a week or two, culminating in a final community ride. Bike Ed has been designed to be flexibly incorporated into your school calendar. For example, if you choose to do more than one lesson in a row you could skip the helmet and bike check for the second lesson.



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### 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](mailto: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).

**THIS UNIT INCLUDES TWO GROUP RIDES OUTSIDE OF THE SCHOOL GROUNDS**

You will need to have at least two teachers for the first 20 students and one teacher per 10 students thereafter. At least one teacher must be an accredited Bike Ed instructor. <https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>. Permission forms to allow students to participate in outside bike rides must be returned prior to the ride and a risk assessment must be undertaken and approved.

**The importance of inclusion in group ride activities outside of school grounds for all students regardless of ability cannot be underestimated.**

Statistics show that road incidents involving children on bikes often occur while the rider is entering the roadway, or at intersections. As such, real-world education and guided experience with these scenarios are crucial to ensuring safety of children riding a bicycle and interacting with other road and path users.

The out-of-school group ride helps students develop confident, independent bike riders, ultimately encouraging the use of a bicycles for active transport, promoting physical activity and reducing car use. As the end-point of a program, the group ride provides a realistic and relevant goal and reward for students, allowing for application and consolidation of riding skills developed throughout the Bike Ed program. Many students find this activity the most empowering and exciting component of the program.

If you would like additional resources and support for including all students in a group ride regardless of ability, please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).



## 1 Lesson 1: Setting out Bike Ed and riding stations (part 1)

### LEARNING INTENTIONS

- For students to describe the road safety rules affecting bike riders.
- For students to recall the safety essentials for helmets, bikes, and equipment.
- For students to demonstrate safe control of their bike when riding.

### SUCCESS CRITERIA

- List the rules pertaining to helmets, night riding, riding surfaces, and working brakes.
- Identify safe helmet fit, bike and equipment check.
- Use safe speed, distance between others and control of bike during riding station activities.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Brain storming bikes and benefits.** What do we know about bikes? Pathway to community ride outside school. Revision of important bike related road rules.

**Safety checks.** Helmets, ABCD check, clothing, parts of the bike.

**Activity 1. Straight line and slalom riding.** Revising skills for bike control in a straight line and for turning.

**Activity 2. Riding stations.** Set up the seven stations and walk through activity. Separate students into seven different groups. Each group will rotate through two of the riding stations in Lesson 1 and the remaining five in Lesson 2 (seven station rotations in total). Five minutes at each station. Use the riding station activities for Lesson 1 and 2 guide.

**Reflection & closure.** Questioning on the safety checks, and challenges in completing the riding stations. Thumbs up/down/sideways for enthusiasm for Bike Ed.

## 2 Lesson 2: Riding stations (part 2) and pre-intersections

### LEARNING INTENTIONS

- For students to work together to improve bicycle control skills.
- For students to safely give way to others in an Intersection (in-school) simulation.

### SUCCESS CRITERIA

- Vary speed and riding to keep a safe distance (at least 2 bike lengths) with other riders.
- Ride on the left side of the road, give way to the right and obey road signs.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Brainstorming key bike skills.** Students reflect on the riding stations they completed in lesson 1, and think/pair/share the key bike skills they did well and those they need to work on. Share some of them with the class.

**Safety checks.** Helmet & clothing check. ABCD check.

**Activity 1. Riding Stations.** Continued from lesson 1. Quick reminder walkthrough of each station (7 in total). Five minutes at each station. Complete five remaining stations this lesson. Use the riding station activities for Lesson 1 and 2 guide.

**Activity 2. Sharing the road and figure 8 riding.** Brief discussion about basic road rules and the concept of giving way to others. Figure 8 to practice giving way and riding with others.

**Reflection & closure.** Raise hands to indicate the easiest and most difficult stations. What do you need to work on? Questioning about giving way and basic road rules. Thumbs up/down/sideways: Do you feel more confident in your ability to control your bike in different situations?



### 3 Lesson 3: Intersections

#### LEARNING INTENTIONS

- For students to use voice calls and signals in a variety of environments.
- For students to safely navigate T and cross intersections.

#### SUCCESS CRITERIA

- Leave safe distance and use safe speed at intersections.
- Riding on the left side of the road, giving way to the right and obeying road signs.
- Use stop, moving or slowing; left and right voice calls.

#### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Sharing the road.** Students revise basic road rules, and think/pair/share what they remember from last lesson.

**Safety checks.** Helmet & clothing check. ABCD check.

**Activity 1. Venn Ride-agram.** Revisits “give way to the right” rules, and begins to incorporate group riding skills of communication and signalling.

**Activity 2. T-intersections.** Road rules review and discussion, activity walkthrough and practice.

**Activity 3. Cross-intersections.** Walkthrough and practice.

**Activity 4. Hit the Spot game.** Practice bike control.

**Optional. Intersection course.** Practice riding through intersections.

**Reflection & closure.** What worked well and what were the challenges in doing the intersections? Thumbs up/down/sideways: How confident are you in understanding the requirements at each type of intersection?

### 4 Lesson 4: Intersections and road skills

#### LEARNING INTENTIONS

- For students to safe route plan using google maps.
- For students to identify hazards in the local environment and reduce the risks they pose (in theory).
- For students to safely merge to avoid parked cars and other hazards.

#### SUCCESS CRITERIA

- Use Google Maps to identify and select safe routes, considering factors like traffic, terrain, and distance.
- Identify common hazards in the local environment.
- Suggest practical ways to reduce or avoid these risks.
- Ride safely to from two lanes to one.

#### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Local intersections and roads.** Students think of a local busy intersection which they feel would be challenging on a bike and locate it on Google Maps, and share findings with the class.

**Safety checks.** Helmet & clothing check. ABCD check.

**Activity 1. Intersection theory.** Explain and discuss roundabouts and hook turns.

**Activity 2. On road safety.** Option of class discussion or practical activity, or combination of both; depending on school surroundings. Including: car dooring, safely entering the road, and merging into traffic lane from bike lane that ends or is obstructed.

**Activity 3. Move On Over.** Learning to merge from bike lane into traffic lane using “scan, signal, scan”. Picking safe gaps, decision making.

**Activity 4. Unsigned intersections.** Walk through a setup intersection, explaining where to stop and who gives way. Students will walk or ride slowly through this intersection, giving way where required.

**Reflection & closure.** What are some of the major road safety issues we learned how to manage today? Thumbs up/down/sideways: How confident are you in dealing with navigating roundabouts and turning right at intersections?





## 5 Lesson 5: Riding stations (part 3)

### LEARNING INTENTIONS

- For students to manage practical stations and coach each other to improve bike riding skills and confidence.

### SUCCESS CRITERIA

- Work together to safely plan and deliver riding activities that match skills.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Brainstorming key bike skills.** Students recall the riding stations in lesson 1, and think/pair/share the key bike skills they did well and those they need to work on. Share some of them with the class.

**Safety checks.** Helmet & clothing check. ABCD check.

**Activity 1. Hot Spot game.** Practicing bike control.

**Activity 2. Riding Stations.** Quick walkthrough of each station (5 in total). Five minutes at each station. Complete five stations this lesson. Use the riding stations activities for Lesson 5 as a guide.

**Reflection & closure.** Raise hands to indicate the easiest and most difficult stations. Reflection: What do you need to work on? Thumbs up/down/sideways: How much do you think you have improved your bike control skills in the riding stations?

## 6 Lesson 6: Hazards

### LEARNING INTENTIONS

- For students to identify and be able to mitigate detailed hazards in a classroom setting.

### SUCCESS CRITERIA

- Detect hazards and explain why they are dangerous.
- Explain ways to avoid hazards.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Road hazards discussion.** Discuss what road hazards are. Class brainstorming of potential hazards on bike paths and roads.

**Activity 1. Hazards on paths.** Point of view video (hazards on paths) to review bike path hazards. Students identify the hazards they see in the video.

**Activity 2. Hazards riding on the road.** Point of view video (hazards on roads) of a bike rider riding on the road. Watch the journey and think/pair/share hazards, including the most dangerous and most difficult to see.

**Activity 3. Road hazards worksheet.** Students will identify hazards and create their own hazard scenarios.

**Optional. Blank hazard scene worksheet.** Students can create their own street scene of hazards.

**Optional. Bike game.** If you wish to have a riding component, choose a bike game to complete.

**Reflection & closure.** Run through worksheet. Thumbs up/down/sideways: How confident are you in identifying and avoiding hazards on a bike?



## 7 Lesson 7: Group riding skills

### 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.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Brainstorming communication.** Students think/pair/share different ways to communicate with other road users. Share some of them with the class.

**Safety checks.** Helmet check. ABCD check.

**Activity 1. Move On Over.** Learning to merge from bike lane into traffic lane.

**Activity 2. Signaling and voice commands.** Practice while riding as a group in single file.

**Activity 3. Moving into pairs and single file.** Walkthrough switching between single file and pairs before practicing on bikes.

**Optional. Tortoise game.** Practicing slow riding skills.

**Reflection & closure.** Discuss keys to riding safely in a group, and communicating with other road users. Thumbs up/down/sideways: How comfortable are you riding in a group?

*Administration for next lesson: Ensure permission forms have been returned. Risk assessment to be completed and approved by the school.*

## 8 Lesson 8: Short group ride

### LEARNING INTENTIONS

- For students to apply bike skills in a low traffic environment.
- For students to follow instructions and work as a group.

### SUCCESS CRITERIA

- Follows instructions during the outside ride.
- Keep to the left side of the road, with at least 1 metre space from the parked cars.
- Ride in single file, unless instructed.
- Uses hand signalling and voice commands.
- Groups ride at the speed of the slowest rider.
- Maintains safe space between riders (two bike lengths).

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Brainstorming group riding.** Students think/pair/share the key elements to riding safely in a group. Share some of them with the class.

**Safety checks.** Helmet check. ABCD check.

**Activity 1. Venn Ride-agram.** Riding in 2 groups that intersect to revise rule of giving way to the right.

**Activity 2. Pre-ride briefing and group ride.** Outside of school grounds.

**Reflection & closure.** What surprised you and what was interesting? What hazards were there and how did you deal with them? Thumbs up/down/sideways: How confident do you feel in anticipation of the longer ride later on in the program?



## 9 Lesson 9: Planning to avoid hazards

### LEARNING INTENTIONS

- For students to plan as a group (with teacher oversight) the route for lesson 10, identifying and minimising the hazards and planning alternatives.

### SUCCESS CRITERIA

- Map the safest route using technology.
- Identify and minimise hazards through planning on the route.
- Retell the planned route with others.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in activity. Observations from on-road ride.** Students write down the hazards they saw in the last ride and where they saw them. Share some of them with the class.

**Activity 1. Route Planning.** Show a map of the route for the community ride. A teacher led discussion about hazards on roads while guiding students through some hazardous parts of the ride on Google Street View. Students to mark-up paper map of the ride with important hazards.

**Activity 2. Virtual Ride.** Take a 'virtual ride' of the community ride route on Google Street View by following the map.

**Activity 3. Road hazards story worksheet.** Students complete a worksheet to identify hazards and creating a story for a hypothetical ride.

**Optional. Follow the leader.** Group riding practice for next week.

**Reflection & closure.** Reflect on route mapping and hazard identification activities. Thumbs up/down/sideways: Are you confident negotiating the hazards we will be seeing on the class ride?

## 10 Lesson 10: Long group ride (90 minutes)

### LEARNING INTENTIONS

- For students to safely apply bike skills in an off-road environment.

### SUCCESS CRITERIA

- Follows instructions and works as a group during the outside ride.
- Demonstrates bike and safety skills during the outside ride.
- Reflect on their own safe experiences and learning from Bike Ed.

### ACTIVITIES (note: lesson plans include differentiation ideas)

**Tuning in Activity. Brainstorming hazards.** Students think/pair/share the hazards and other challenges they expect they will encounter on the road ride. Share some of them with the class.

**Safety checks.** Helmet check. ABCD check.

**Activity 1. Moving into pairs and single file.** Revision on group riding skills ready for group ride.

**Activity 2. Pre-ride briefing.** Rules of the ride, and reminders about hazards.

**Activity 3. Long group ride.** Outside of school grounds.

**Activity 4. Post-ride Debrief.** Written reflection. What did you learn from the ride?

**Reflection & closure.** Present certificates of achievement. Student reflection on challenges they have overcome, what they are most proud of, and whether they feel they have become a better bike rider. Thumbs up/down/sideways for overall effort and achievements in Bike Ed Unit 3.

