

Lesson 8: Short group ride

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



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).



EQUIPMENT

Bicycles (one per student), helmets, cones, completed permission slips, whistle, high visibility vests.



LESSON PLAN

Unit 3 Lesson 8: Short group ride



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).



THIS LESSON INCLUDES A SHORT RIDE 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.



LESSON PLAN

Unit 3 Lesson 8: Short group ride



Tuning in activity. Brainstorming group riding.

Approx. 5 minutes

Activities & Differentiation

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

- What skills are you most looking forward to applying on the group ride?
- Which intersections do you think will be most challenging, and how will you navigate them?
- How confident do you feel about riding safely in a group? What things can you do to be safe when riding around others?

Each group shares one response with the class.

Teaching Points

Ensure students are tuning in to keys to riding safely in a group, such as staying aware, maintaining a safe speed, keeping a safe gap between riders, using communication and signals, and riding predictably.

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

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?



LESSON PLAN

Unit 3 Lesson 8: Short group ride



is as follows:

- A. Is there air in the tyres? Squeeze the tyre walls.
- B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- C. Does the chain move smoothly? Inspect the chain and move the pedals.
- D. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).
- E. 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.



Activity 1. Venn Ride-agram.

Approx. 5 minutes

Resource Requirements

Cones and stop and give-way signs.
Chalk can be used to create line markings, draw stop and give way signs, and draw directional arrows on the ground. Signs may be printed and laminated, with beanbags used to stop them blowing away.

Safety

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

Activities & Differentiation

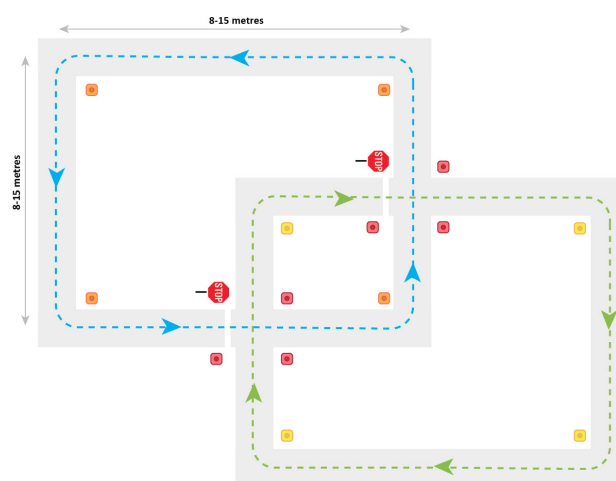
This activity will involve students riding their bicycles on two overlapping square circuits. Where the circuits overlap, students must give way to the right.

- Remind students of the Figure 8 activity completed previously where they had to give way to other riders.
- You may wish to first have the students walk their bikes through the course slowly. Explain that the stop sign or give way sign means that they must stop at the line and then wait for the intersection to be clear before they can continue.
- The teacher should be at a position to observe both intersections, ensuring safety and providing feedback to students as they negotiate the intersections.

Modifications

- The teacher may wish to limit the number of bike riders using the rectangles at first to allow easier gaps to be picked.
- The course can be set up with stop signs at the

Activity Setup



Teaching Points

Negotiating your movements with other bike riders and road users on paths is very important.



LESSON PLAN

Unit 3 Lesson 8: Short group ride



intersections, or give way signs, a mix, or no signs at all (unsigned intersection).

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources), or maybe choose to be pedestrian traffic until they gain the confidence to participate on a balance bike.

Progressions

- Encourage students to practice signalling and voice calls of “slowing” and “stopping” while riding around the course.
- More confident students can choose to turn left (ensure they are signalling their intentions) at the intersections to swap to the other rectangle.

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.

Key Questions

How do you avoid collisions in the overlapping courses?

- Safe attitude.
- Low speed.
- Understanding Give Way to the right road rules.
- Controlled stopping.
- Communication.
- Safe distance between riders.

Why do we stop at the stop line?

- It's the law.
- So that others can safely predict our behaviour. Safe, predictable behaviour means that people can avoid us on the road.
- To give us time to make a safe decision at the intersection, such as picking a safe gap to ride into.

Activity 2. Pre-ride briefing and group ride.

Approx. 20 minutes

Resource Requirements

- Bikes, helmets, safety vests, mobile phone.
- There must be at least one accredited Bike Ed instructor present on any school bike ride outside of school grounds.

Safety

- Recommended that there be a teacher at the front, back and middle of the group.
- Students must follow the rules set out in the pre ride briefing.

Activities & Differentiation

Begin with a pre-ride briefing of all important rules for the ride.

- Overview of the route we will be riding.
- What obstacles/intersections/hazards we are expecting to encounter.
- The distance we are covering.

Explanation of the rules for the class ride:

- Keep to the left side of the road, with at least 1 metre space from the parked cars.
- Ride in single file unless the leader calls you to 'Double up!'
- If one rider stops, then all riders stop. This must be communicated by voice to the leader ('Stopping!')
- No overtaking on the road
- Groups ride at the speed of the slowest rider.
- Two bike lengths between bike riders

Teaching Points

This is an initial ride to help students understand what will be required when we do the longer class ride later on. The length will only be short (approximately 20 minutes) but it will give inexperienced riders the confidence to try the longer class ride in lesson 10.

Pick an easy ride with few hills if possible. Quiet streets near the school make a good route with several left turns.

If required, have students get off their bikes and walk them across the road if you (or they) do not feel comfortable with the situation.

Students require a permission note to go off school grounds. This should be prepared prior to class and include both the short ride and the longer class ride.

- If you wish, use the model wording provided in the resources.



LESSON PLAN

Unit 3 Lesson 8: Short group ride



Call for questions:

Thumbs up/down/sideways for understanding.

Group ride:

Lead the ride safely from the school, following the chosen route. Ensure that teachers and students have been briefed on the route and what to expect.

- Remember to keep the pace as slow as the slowest rider to ensure that everyone is prepared for the longer class ride.
- Follow the route, demonstrating a safe line to ride that provides clearance from parked cars (to prevent 'dooring').
- Model loud commands (Left, Right, Slowing, Stopping) and good hand signals, reinforcing these with the students.
- If a student stops, ensure that you stop everyone so that you ride in a group.
- If you are feeling confident with the group you can find a longer, straight road (if possible) to practice moving from single to double file, and back again.

This ride should be at a slow pace to allow students to acclimatize to the road environment. Make the ride as simple as possible to build the confidence of less experienced riders.

Key Questions

- What do I expect to see when I'm doing the ride?
 - Roundabouts, parked cars, traffic, etc.?
- What things am I doing to stay safe on the road?

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

Bring students together to debrief on the ride.

Provide your perspective on what they did well and what they should improve on.

Students should complete a brief written reflection on their bike riding experience. Questions to answer include:

- What are you better at now than you were at the start of the program?
- What do you want to get better at?
- What were the most interesting things that you found during the community ride?
- What would you do differently in the next ride?

Thumbs up/down/sideways: how confident are you about doing the longer class ride later in the program?

Key Questions

Ask students for feedback on what they found to be interesting.

- What things did they notice that was different to what they expected?
- What did students notice about the other road users they rode with?

