

Lesson 1: Getting ready to ride on paths

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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 3 and 4 (age range 8-11 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 first of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to be able to categorise how to safely participate in Bike Ed (safe bike and equipment).
- For students to demonstrate the safe use of brakes.



SUCCESS CRITERIA

- Recall how to perform a ABCD safety check.
- Explain how to safely fit a helmet.
- Describe safe bike riding clothing.
- Stop the bike safely and in control by slowly applying pressure on the brakes.



EQUIPMENT

Video projector, worksheet, pens, bike parts poster, bicycles, helmets.



**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)**

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)**(Geography)**

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

**LEVEL 3 – 4 RUBRIC: BIKE ED**

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LESSON PLAN

Unit 2 Lesson 1: Getting ready to ride on paths



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Brainstorming and introduction.

Approx. 5 minutes

Activities & Differentiation

What do we know about bikes?

Teacher led introduction:

- What do we know about bikes?
- Why do we ride bikes?
- What do we need to know to be able to ride bikes?

What did we learn last time we did Bike Ed?

- Parts of the bike
- Safety
- Balancing and starting
- Turning
- Slow riding

Introduction to Bike Ed

Teacher briefly talks about the things that we're going to learn:

- Riding in a group
- Road rules
- How to ride on paths
- How to look for and avoid hazards
- How to plan a safe ride
- We will finish with a bike ride outside of school

Because we finish with a ride outside school, hand out permission forms for this excursion.

Teaching Points

Emphasise the benefits of cycling:

- Physical activity
- Getting fitter and stronger
- Riding, instead of driving, helps the environment
- Activity to share with friends
- Fun!
- Freedom and independence
- Can get places further away and faster than walking
- Low cost

We need to know:

- What to wear and how to wear it, helmets, etc.
- If the bike is safe to ride
- Where to ride
- Rules for riding safely
- Parts of the bike

Introduction to Bike Ed

This Bike Ed program will help you go from being able to ride a bike, to being able to ride it to places on paths. Attitude is about trying your best, having fun, respecting others.

Key Questions

- What is different about riding on paths rather than riding in the park?



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Activity 1. Bike Ed revision.

Approx. 15 minutes

Resource Requirements

Video projector. Bike Ed introductory video.
Parts of a bike worksheet, parts of a bike poster, and what makes us safe worksheet, pencils.

Safety

N/A

Activities & Differentiation

Benefits of bike riding: Video

Show the Bike Ed introductory video.

- This will include an overview of people riding bikes, what they are doing whilst riding bikes and the benefits of bike riding.
- The video is available online.

Think/pair/share of the last time you were on a bike.

Worksheets – revision

Display a poster of the bike parts to help students remember.

Hand out worksheets.

- This will cover the parts of a bike.
- The second part will cover the things that make us safe on bikes.

Inclusion/extension activity

An alternative type(s) of bike, such as an adaptive cycle, may be used as an example relevant to the student audience.

Teaching Points

Whilst riding bikes is fun, it is also a great way to go places that you want to go.

Key Questions

Where are some places near you that you could ride to?

Worksheets - Revision

There are some key things that we need to do before we get onto bikes in Bike Ed.

- Safety (Helmets, Bikes, Clothing)
- Attitude
- Understand why we ride
- Knowing the bike

Key Questions

Why should we know this information before we ride our bikes?

Activity 2. Safety.

Approx. 13 minutes

Resource Requirements

Helmets (at least one between two), helmet fit guide and Bike Ed safety demonstration video.

Safety

If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.

Activities & Differentiation

What do we need to do to be safe?

Show the Bike Ed safety demonstration introduction video (available in online resources).

1) Helmets

We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work. Demonstrate how to put on the helmet using the two fingers method, with some copies of the helmet fitting guide displayed prominently.

Teaching Points

Helmets

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.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't



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- Two fingers over the eyebrow
- Use the dial (or rear strap) to tighten over the head.
- Two fingers in a V following the strap under the ears, with side clips just under the ear (check they are not down around the clasp).

- Two fingers fitting snugly under the chinstrap.

Students should work in twos or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teacher will check it.

2) Safe clothing for riding

One of the best ways to be safe is to dress properly.

1. Helmet
2. The right shoes
3. Brightly coloured clothing
4. No loose clothing

Explain how each of these is important.

Have students check each other's clothes to see if they're OK.

What things should be improved?

** 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.*

3) Safe attitudes

Ground rules for Bike Ed:

- Ride at a speed where everyone is comfortable.
- You may only ride when you have all the following:
 - A safe helmet
 - A safe bike
 - Safe clothing and shoes, and
 - A safe attitude.
- If the whistle is blown then everyone must stop immediately, wherever they are.
- **Try your best, have fun, respect others.**

Everyone has a right to feel safe during Bike Ed.

4) Safe bike

Bikes need to be safe to help us ride safely.

We will look at this more in a future class.

offer adequate protection. Use the dial or rear strap to tighten it appropriately.

Key Questions

What's the first thing we should do when we are about to go for a ride?

- Put on a helmet!

Safe clothing

1. An approved helmet
 - Protects your head in a crash.
2. Non-slip, closed toe shoes
 - So that you don't slip on the pedals or ground when you stop.
3. Bright clothing
 - So that other road users can see you on the footpaths and roads.
4. No loose clothing
 - So that it does not get caught in moving parts of the bike

Key Questions

Why is it so important to protect our head?

Why should we be dressed so brightly?

Attitude

Having a safe attitude is most important on a bike. It means that we make good decisions that stop us being in dangerous situations.

Riders should ride 'defensively'. This means that they should have the attitude of avoiding danger first and foremost, rather than going quickly.

When we ride our bikes, going quickly is not important. We are aiming to ride safely.

Riding safely is more important because our bodies are squishy and soft and easily damaged in a fall or collision, and the road or cars etc. are not.

Key Questions

Why do we need to ride with a safe attitude?



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Activity 3. Brakes.

Approx. 10 minutes

Resource Requirements

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

Activities & Differentiation

Instruction of how to use the brakes

Students need to understand if their bike have hand brakes, foot brakes or both.

Students should be in groups of 2 or 3 with a bike for each group.

- Each group will check if they have a hand brake by looking for the hand brake lever.
- Each group will check if they have a foot brake by pushing the pedals backwards and seeing if the pedal keeps moving (no footbrakes) or stops (has a footbrake).

Demonstrate the correct use of a handbrake, which should be copied by the students.

- Holding the handlebars with two fingers on the handbrake lever
- Slowly and steadily pull the handbrake lever.
- Do not pull as hard as possible, as this will result in a sudden, uncontrolled stopping, possibly resulting in a fall.

Walking the bike

Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands.

- Hands will have two fingers on the brake lever
- Use the front brake (right lever) first. If there are two brake levers, they should use the front brake lever (right hand side) primarily with support from the rear brake lever (left hand side)
- Using a 'buffer zone' when walking the bike. Keep your legs out of the buffer zone (i.e., the pedals).

On the teacher's instruction, students slowly pull the brake lever to stop the bike.

- Repeat this several times so that students get a feel for the brake forces as they walk.
- Provide one or two opportunities to pull the lever very hard. Have the students note how quickly the bike stopped and how rough it was, so that they know that this is a dangerous way to stop.

Safety

Ensure that other students are clear of the bikes as they are being pushed around.

Bikes to be walked slowly around.

Teaching Points

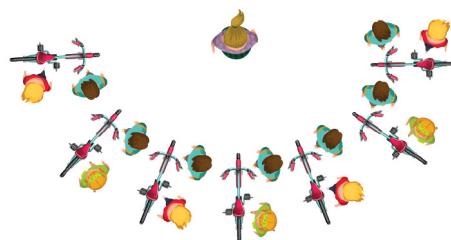
Brakes are used to slow the bike down. There are different types:

- Hand brakes.
- Foot brakes.

Brakes need to be pressed smoothly to ensure we keep control of the bike as it slows.

The aim is to provide students with a familiarity and a feel for the brakes.

For students that also have a footbrake, walk the bike and push the pedal backward. Students should note the braking from pressing the footbrake.



Key Questions

Why don't we pull the brake as hard as possible to stop as quickly as possible?



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Optional. Quicksand game.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

Safety

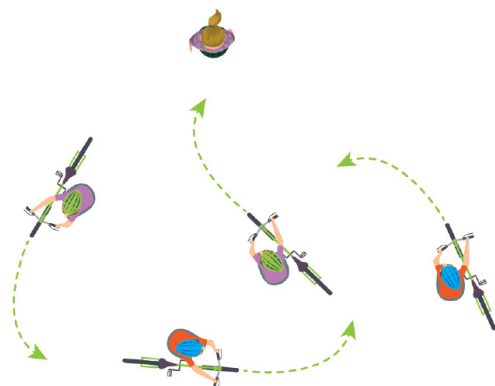
Ensure that students do not go too quickly and maintain space to other bike riders.

Teaching Points

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

Key Questions

What happens if we grab the bike brake too quickly?



Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

What do we need to do before we start riding?

- A safe helmet,
- A safe bike,
- Safe clothing and shoes, and
- A safe attitude.

Thumbs up/down/sideways: Are you excited to be doing the Bike Ed program?

Teaching Points

Three important parts of safety: I am safe, the bike is safe, and I have the right attitude to be safe.

Key Questions

What activities do we do to make ourselves safe (clothing, helmet check) and our bike safe (ABCD check)?



Lesson 2: Review of bike and skills

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SUGGESTED STAGE

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SUGGESTED DURATION

This is the second of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to begin riding from a stationary start and maintain balance whilst riding.



SUCCESS CRITERIA

- Ride from a stationary start using the 'power pedal' position.
- Maintain control in a straight line over a 10-metre distance.



EQUIPMENT

Bikes, helmets, cones, ground markers.



LESSON PLAN

Unit 2 Lesson 2: Review of bike and skills



CURRICULUM LINKS

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(Geography)

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ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

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(HPE)

By the end of Level 4, students:

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LEVEL 3 – 4 RUBRIC: BIKE ED

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Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Keys to riding safely.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students brainstorm different ways to stay safe when riding a bike:

- What safety checks do we need to do before we get on our bike?
- What are some of the things we can do to stay safe while riding?

Each group shares a response with the class.

Teaching Points

Key elements include:

- Wearing a helmet that fits correctly
- Suitable clothing and footwear
- Doing the ABCDE bike check
- Riding at a safe speed
- Keeping safe distances from other riders
- Communicating intentions
- Listening to instructions
- Staying alert and aware
- Having a safe attitude

Key Questions

Why do we need to stay safe?

Safety Checks. Helmet, clothing & attitude check.

Approx. 5 minutes

Resource Requirements

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

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Ensure bike seats are at the appropriate height for the student.



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Unit 2 Lesson 2: Review of bike and skills



Activities & Differentiation

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.*

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. It is important for the helmet to fit correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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

Key Questions

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

Optional. Quicksand game.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

Safety

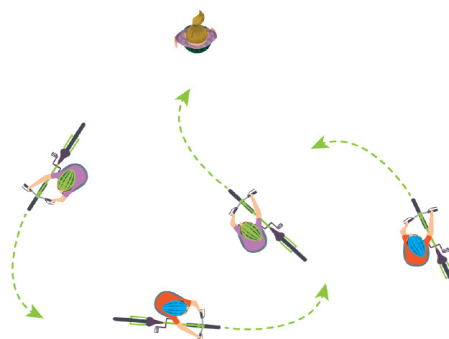
Ensure that students do not go too quickly and maintain space to other bike riders.

Teaching Points

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

Key Questions

What happens if we grab the bike brake too quickly?



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Unit 2 Lesson 2: Review of bike and skills



Activity 1. Gliding and braking revision.

Approx. 10 minutes

Resource Requirements

Bicycles, helmets and cones.

Activities & Differentiation

Pushing off from the ground

- Students are to straddle the bike, sitting on the seat, just as they did during the bike balancing activity and line up on one line, as per the diagram.
- When instructed, students will run their bikes from one line to the other, 10 metres away, braking and helping to develop the feel of balance.
- Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop.

Continue until students feel comfortable.

Gliding on one pedal

Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot.

As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop.

- Students struggling to start gliding with one foot on a pedal may choose to push off and roll first, and then put one foot up onto a pedal once the bike is moving.
- Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal.
- More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes.

Continue with this until students are comfortable moving with at least one foot off the ground.

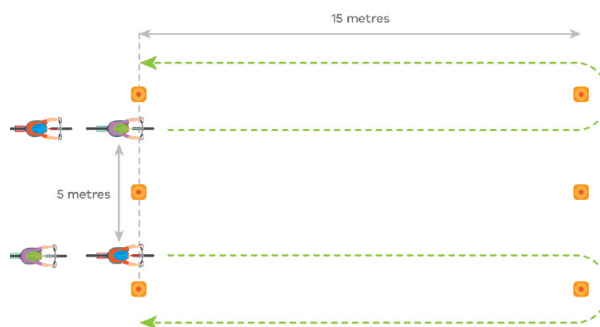
Inclusion

Students needing more assistance with balance or coordination may require equipment modifications, adaptive bicycles or other assistive technology. For more information and resources, please email bikeed@transport.vic.gov.au.

Safety

- Riders should maintain distance from each other.

Activity Setup



Teaching Points

This is to have students become accustomed to moving whilst in the riding position.

It is easier to balance when the bike is moving faster. Encourage them to move more quickly but don't push if they are uncomfortable. Confidence will come as they become more comfortable.

Key Questions

When is it easiest to balance?

- When the bike moves faster!

Modifications

If students are struggling, they may walk their bike to the end whilst straddling it.

You can also try removing the pedals to convert the bike to a "balance bike" so that they may push along without striking the pedals with their ankles. This will help them develop their balance. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

Progressions

If students are comfortable, have them attempt to reach the end using the minimum number of pushes they can.



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Unit 2 Lesson 2: Review of bike and skills



Activity 2. Starting on the bike.

Approx. 15 minutes

Resource Requirements

Bicycles, helmets (one per student) and cones.

Safety

- Ensure that other students are clear of the bikes as they are being pushed around.

Activities & Differentiation

Show students (and have them imitate) the 'Power Pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).

- To begin going forward, you need to put all your weight on the 'Power Pedal'.
- Just before you push off, you also need to look ahead to where you want to go. This is very important to gain momentum, maintain a straight line, and developing this crucial skill early in a rider's journey.
- Demonstrate the starting of the bike using the power pedal.

One pedal glide

Two lines are set up approximately 5 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another.
- Students try to reach the other line using only one power pedal and then a glide.
 - If the rider can't reach, they may then use their other foot to push them (as per the push race).
 - If riders are confident, have them glide as far as they can using only the power pedal.
- Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are comfortable using the power pedal.

- Students can also be encouraged to push away with their non-dominant foot against the ground as well, as if starting a scooter or skateboard.

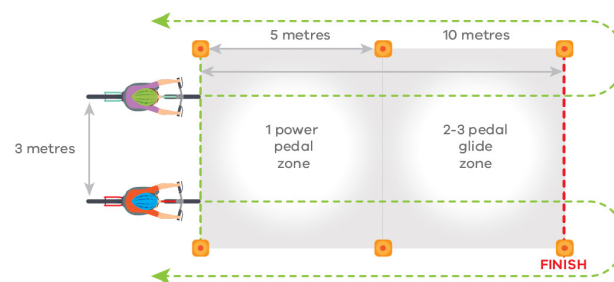
Two and three pedal glide

Extend the cones back to 10 metres.

As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones.

- If a rider is struggling to do a second and third pedal, go back to the one pedal glide until they build up more confidence before adding a second pedal.
- If students are struggling to maintain balance while trying to pedal (as weight shifts side to side while

Activity Setup



Teaching Points

Starting the bike is much like the gliding activity in the last activity. The difference being that, instead of pushing off the ground, you push using the pedal.

Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.

To move the pedal into "power position" place the toes of the dominant foot under the pedal and lift it up to the correct position. Note that students with foot-brakes will not be able to turn the pedals backwards and therefore won't be able to reset the pedal to power position.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

For students who are unsure of their dominant foot, have them stand with feet together and lean forward (as if falling), until they need to put a foot out to catch themselves. The foot they put out is their non-dominant foot; the other foot goes on the pedal to start.

The easiest way to do a 2nd and 3rd pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a really strong power pedal, as it will help make the riding easier.



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Unit 2 Lesson 2: Review of bike and skills



moving the feet), have them do a half pedal only and then glide with feet level – one forward and one back (3 and 9 o'clock). This pedal position helps stabilize the bike while the body learns to respond to the weight-shift of pedaling, and later forms the basis of the "ready position".

- If students are getting confident, challenge them to go as far as they can with two or three pedals. Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside.
- Repeat this until students are comfortable doing multiple pedals consecutively.

Modifications

Any riders who are feeling very uncomfortable may wish to continue practicing gliding and pushing, whilst straddling the bike.

Progressions

Cones or markers can be added to weave around for very confident riders, if required. (as per the "Hit the Spot" activity in the previous lesson).

- Encourage students to keep looking ahead and NOT look down at their feet, as this assists with balance and keep moving forward in a straight line.

Key Questions

Why is it important to have a really strong power pedal?

- Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up.

Activity 3. Straight line riding in lanes.

Approx. 10 minutes

Resource Requirements

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

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between groups.

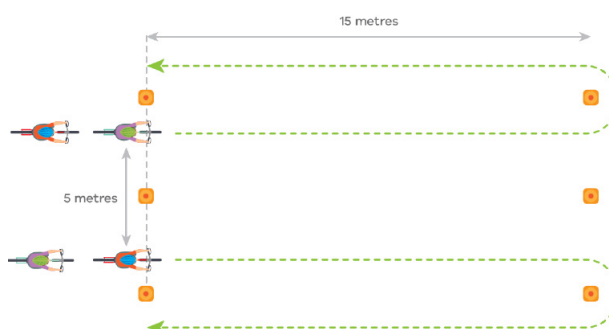
Activities & Differentiation

Set up the riding lanes as per the diagram. Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres). One student rides from one end to the other before braking safely and returning to the start line around the outside. Once the student has stopped, the next student begins riding. Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the

Activity Setup



LESSON PLAN

Unit 2 Lesson 2: Review of bike and skills



practice and support they require.

Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding.
- More confident students can have cones placed to allow these riders to weave around the cones, or cones placed that are 'lane barriers' that riders must keep within.
- If you have line markings in the lesson area, you may also challenge riders to stay between lines that are close together (simulating a bike path lane). This can be progressed to riding along the line, counting how many times your front wheel deviates off the line within a specific zone.
- You may also wish to add the 'Hit the spot' game to the straight-line riding.

Teaching Points

This is simply an extension of the two and three pedal glides.

There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.

- You may wish to separate the groups by ability to do so.

Key Questions

What tips do you have for others to make riding easier?

Optional. Tightrope riding.

Approx. 5 minutes

Resource Requirements

Start cone, existing ground line/removeable tape, bikes, helmets.

Alternatively, a "lane" can be drawn on the ground with chalk which riders must keep their front tyre within.

Activities & Differentiation

The aim of this activity is to control the bike such that you can ride on the marking for the longest distance.

- Set up the line on the ground for at least 15 metres. The line should be approximately 5 cm wide.
- Set up a cone approximately 2m from the start. This will be the 'finishing cone'.
- Students will ride along the line, making sure that the front wheel remains on the line. If the wheel exits the line before the finishing cone, the rider will be out.
- Extend the cone back after each successful ride. The last rider still in is the winner.

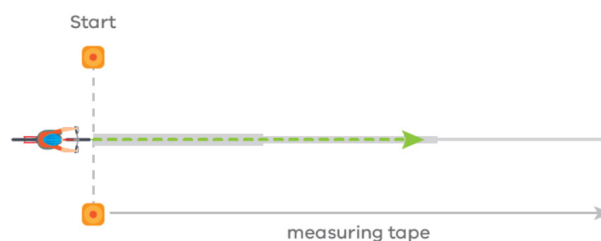
Modifications

- Have multiple options set up with different line or lane widths (eg 30cm, 15cm, and then narrower as you see fit) and allow students to self-select, or progress through the levels and compare their results on each.
- Taper the line, instead of stepping it, such that it is

Safety

- Use a non-slip ground marking
- Must stay a safe distance away from other riders
- Ensure that students do not ride through the course too quickly.

Activity Setup



Teaching Points

- Balancing: Keep pedaling to maintain balance
- Staying straight: Lean forward in riding position and make small adjustments with the handlebars.

Key Questions:

- What did the riders that did this well do differently to those who struggled?
- When would you need to ensure you were riding in



LESSON PLAN

Unit 2 Lesson 2: Review of bike and skills



wider at the start and narrower at the end. This way the line gets progressively narrower, with the end being only 1cm but the start being up to 50cm.

- 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

- Can be ridden one handed by confident riders.

a very straight line when riding your bike out in the community?

Optional. Traffic lights.

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

Use the same lanes from the previous activity. Students can walk, glide or ride before returning back to the beginning around the outside.

Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

As students progress with this task, encourage them to reset the starting pedal as quickly as possible after stopping, so they are ready to start again.

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes. This ensures that all students are included in the activity and have an opportunity to participate and develop their balance and stopping skills.

Progressions

Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.

Call out other colours (other than red, yellow, green) as decoys, so that students have to focus and think about what they are doing.

Activity Setup



Teaching Points

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

Students without foot-brakes should practice resetting their starting pedal to "power position" before 'Green' is called.

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don't feel safe.



Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

- How do we start using the 'power pedal'?
- Where does the 'power pedal' go?
- How do we apply the brakes correctly? What happens if we don't?

Thumbs up/down/sideways: Are you confident to ride in a straight line and stop safely?

Key Questions

How did you find it easiest to keep the bike going in a straight line?

What tips do you have for other students to help them start as easily as possible?



Lesson 3: Bike 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 3 and 4 (age range 8-11 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 third of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to define safe bike riding.
- For students to complete a smooth turn whilst riding.
- For students to maintain a safe distance between other riders.



SUCCESS CRITERIA

- Perform a controlled turn.
- Complete controlled movements on their bike while maintaining appropriate speed.
- Vary speed and riding to keep a safe distance (at least 2 bike lengths) with other riders.



EQUIPMENT

Bikes, helmets, cones, stop and give way signs.



LESSON PLAN

Unit 2 Lesson 3: Bike skills



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)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Brainstorming key bike skills.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students think back to the riding activities completed in lessons 1 & 2, and brainstorm responses to the following questions:

- What key skills did you do well?
- What key skills did you find that you need to work on? Why?
- What other skills do you think are important for riding a bike safely?

Each student shares one response with the class.

Teaching Points

If needed, prompt students to consider key skills covered such as:

- Balance and control
- Starting (power position)
- Braking / stopping
- Straight line riding
- Slow riding

Important skills not covered yet:

- Turning
- Tight turns
- Quick stops (emergency braking)
- One-handed riding (for signalling)
- Using gears

Safety Checks. Helmet, clothing & attitude check.

Approx. 5 minutes

Resource Requirements

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

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Ensure bike seats are at the appropriate height for the student.



LESSON PLAN

Unit 2 Lesson 3: Bike skills



Activities & Differentiation

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.*

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. It is important for the helmet to fit correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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

Key Questions

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

Activity 1. ABCD bike check.

Approx. 5 minutes

Resource Requirements

Bikes (one per small group), and ABCD check guide.

Safety

- Only a very small drop when checking for anything loose. Only about 5 cm.

Activities & Differentiation

ABCD bicycle check

The ABCD (air, brakes, chain, drop) check is a quick check to ensure that our bike is safe to ride on. We check the most important parts of the bike.

Distribute the ABCD check guide. Each student completes a check of their bicycle, as led by the teacher.

The ABCD check 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 handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Teaching Points

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

We will be checking that the bike is safe to ride on each riding class, so this will be reinforced.

Key Questions

Why do we need to check that our bike is safe to ride?



LESSON PLAN

Unit 2 Lesson 3: Bike skills



Activity 2. Tortoise game: Slow ride.

Approx. 8 minutes

Resource Requirements

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

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.

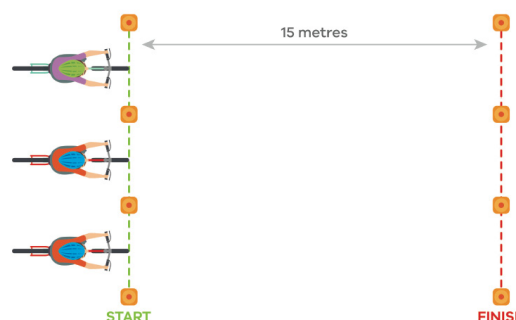
Progressions

- 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.
- Advanced riders may also wish to experiment with standing on the pedals vs sitting on the seat, and note how this affects balance.

Safety

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

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?

Activity 3. Turning.

Approx. 15 minutes

Resource Requirements

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

Safety

- Ensure that other students are clear of the bikes as they are being pushed and ridden around.
- Turning requires more space. Spread the groups out further from each other to prevent collisions.



LESSON PLAN

Unit 2 Lesson 3: Bike skills



Activities & Differentiation

Bring class together to demonstrate turning.

Slalom course walk

Set up a short slalom course with cones, as per the diagram. Have students walk their bikes through the slalom course, turning the handlebars gently and leaning it into the turn.

- Check the students are correctly turning the handlebars and leaning towards the turn, emphasising smoothness and gentleness.

Riding whilst turning

Set up as per the diagram, without cones. Riders are to ride from one line to the other and coming to a controlled stop. The next rider only starts once the previous rider has come to a complete stop.

Riders are to practice their turning without cones.

- Experienced and confident riders may do many turns in this space, whilst inexperienced riders may only do one or two turns in this space depending on their comfort level.

Once riders are comfortable, add cones or surface markers in a straight line. Riders are to turn in and out of these cones.

Modifications

Novice riders may be more comfortable practicing without cones.

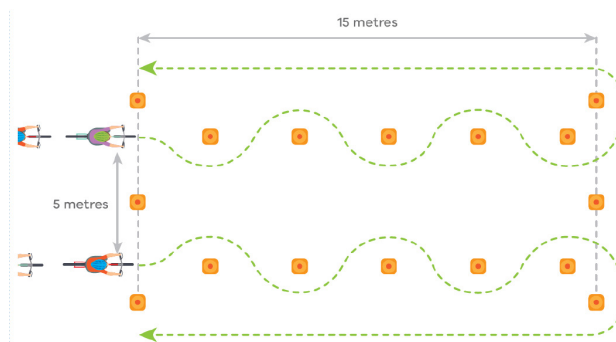
- As a more gradual progression to adding cones, use flat markers or chalk markings on the ground so that students are not afraid to hit or run over markers.
- Draw a curvy line on the ground (as per the dotted line in the diagram) for students to try to follow with their front wheel, rather than going around objects.

Progressions

Have multiple lanes set up to differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.

- Set up two cones for each slalom point that act as “gates” (like canoe slalom gates) that the rider has to ride in between.
- More experienced and confident riders can try to ride the course with one hand off the handlebar. Try this with one hand first, and then the other.
- More advanced riders may also try to have their front wheel go one side of the cone, and rear wheel go the other side. This is quite a challenge, and will successfully slow down riders who are speeding through the circuit.

Activity Setup



Teaching Points

Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn.

The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required.

Emphasise that the movements must be small and gentle, rather than sharp and sudden.

Key Questions

Which is the best way to turn the bike?

- Smooth and slow.
- Look in the direction you want to turn.



Activity 4. Bean bag drop.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), cones, and bean bags or scarves.

Activities & Differentiation

Set up cones approximately 10 metres apart, as per the diagram.

Groups of students will line up behind each cone and take a bean bag from one cone and drop it in a bucket/hoop at the other end.

- The team that drops the most bean bags into the bucket within the allocated time is the winner.

Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- If students are struggling to hold the bean bag, they may put it in their pocket or basket on the bike and stop at the hoop, if necessary.
- Have an extra lane set up that is for slow practice, and not part of the competition, so that students feeling nervous about holding up the group can still participate in the activity.
- Have students time their first attempt, and then try to beat their time with subsequent attempts – rather than competing against each other / other groups.

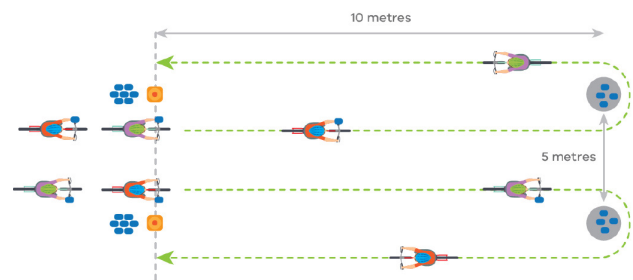
Progressions:

- Have students/groups swap courses so that they experience holding the bean bag with their right and left hand.
- You may set up multiple buckets, with the near bucket being worth one point and the further one being two points.
- You may allow multiple bean bags to be carried, but all points are lost for each that is dropped or misses the bucket – essentially the tally starts again.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between riders.
- Reduce the number of riders on the course at the same time if space cannot be provided.

Activity Setup



Teaching Points

This activity will require one handed riding. Riding one handed, requires that the riding will be slow and steady, with a strong grip on the handlebars. This is excellent practice for signaling on the road.

Key Questions

- How will I carry the bean bag?



LESSON PLAN

Unit 2 Lesson 3: Bike skills



Optional. Hot spot game.

Approx. 5 minutes

Resource Requirements

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

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Make sure that obstacles will not cause bike to fall if hit.

Activities & Differentiation

Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls or anything safe that is available.

Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles.

Modifications

- Set up multiple lanes to cater for different levels and allow students to choose their level.
- The number of the obstacles in each lane can be adjusted for different groups, with novice riders having fewer obstacles, and more advanced riders having more obstacles placed closer together.

Progressions

- The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.
- The size of the obstacle can change the difficulty.

Activity Setup



Teaching Points

The focus of the game should be to apply the movements in a controlled manner. Students should focus on control, rather than speed.

Key Questions

- How did you steer the bike to make it as easy to avoid the obstacles as possible?
- Slow, smooth steering.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

What is important when you are making a turn on a bike?

- Smooth movements.
 - Keep your eyes where you are intending to ride.
- How can we maintain our balance while riding one-handed?
- Be slow and steady, with a strong grip on the handlebars.

Thumbs up/down/sideways: Are you confident making turns on your bike?

Key Questions

- How did you find it easiest to make the bike turn smoothly?
- What tips do you have for other students to help them learn to ride one-handed as easily as possible?



Lesson 4: Group riding

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Bikes are for everyone!

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SUGGESTED STAGE

While this Unit is designed for Years 3 and 4 (age range 8-11 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 fourth of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to demonstrate safety necessities for a group ride such as safe distancing, head checks and basic signals.



SUCCESS CRITERIA

- Change gears and understand how the gears affect riding.
- Perform left, right and stop hand signals and a head check.
- Keep a safe distance (at least 2 bike lengths) when riding in a larger group environment.



EQUIPMENT

Bikes, helmets, cones, stop and give way signs.



LESSON PLAN

Unit 2 Lesson 4: Group riding



CURRICULUM LINKS

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CONTENT DESCRIPTORS

(Geography)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

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VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

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VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. 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 can we be sure that drivers have seen us?
- Why is it important to communicate our intentions with other path and road users?

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

Teaching Points

Ensure students are tuning in to keys to different ways of communicating with other path and 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
- Making eye contact with drivers



LESSON PLAN

Unit 2 Lesson 4: Group riding



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:

- 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.

Teaching Points

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

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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 2 Lesson 4: Group riding



Activity 1. Gears.

Approx. 13 minutes

Resource Requirements

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

Activities & Differentiation

Explain how the gears of a bike work. Have students move the gears to the 'hardest' gear i.e., the biggest on the front gears next to the pedals, and the smallest gear on the rear gears on the hub of the back wheel. The chain will be furthest away from the centre line of the bike.

- Students try to start riding with the gears in this setting. They will find it very difficult.
- Repeat this, but instead have them start on the 'easiest' gear, i.e., the smallest chainring on the front gearset and the largest cog on the rear gearset (so that the chain is closest to the bike). Students will find this much easier to pedal.
- Allow students some space to experiment with changing gears up and down.
- Have students try to change the gear up and down to find the most comfortable gear.
 - The focus should not be on the number but rather the feel in the legs of how easy it is to pedal.
- Set up straight line riding lanes (as per the diagram) for students to practice this.

Modifications

Some students find gears a very difficult concept to understand.

To simplify: for those with front gears, place it into the middle chainring, and tell them not to touch those levers (left hand). For the rear gears (right hand), the thumb lever makes it easier, so you can say "thumbs up" for going up a hill, or "thumb it to summit". You might also put a green sticker on this thumb lever and call out "green gears" when you want students to change to an easier gear; and a red sticker on the index finger lever for changing to a harder gear.

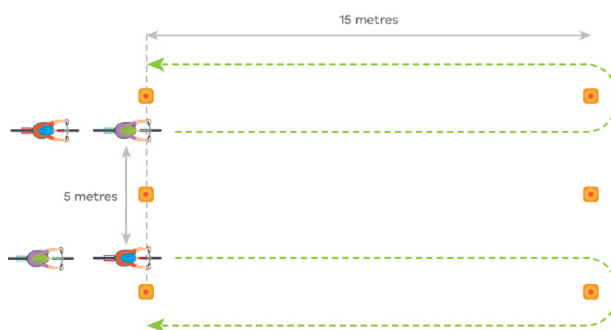
Progression

You may wish to include 'traffic light' or 'hit the spot' elements in the riding lanes.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between riders.

Activity Setup



Teaching Points

Demonstrate with the teacher's bike upside down. This will allow students to see the gears moving whilst the bike is stationary.

- When starting, or riding up a hill, selecting an easier gear will make it easier for the rider to pedal.
- When it is easy to push the pedals, such as when you are already moving or going downhill, moving to a harder gear will make the bike travel faster.
- Gears are changed by moving the gear levers on the handlebars up or down. Some bikes will have grip/twist shift gears, which shift by twisting the grip mechanism.
- You can only shift the gears when the pedals are being pushed.

Students should be looking forwards, not at the levers. The gear number is not important, only the feel of whether it is easier or harder to ride the bike.

Key Questions

Why do we have gears?

How do I use the gears properly?



LESSON PLAN

Unit 2 Lesson 4: Group riding



Activity 2. Figure 8 riding.

Approx. 10 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), cones, and stop/give way sign.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between riders.
- Teachers should focus on the conflict point of the figure 8. Provide students with guidance as to appropriate gaps.

Activities & Differentiation

This demonstrates what is required when you give way.

- Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large, you may wish to set up two or more courses.
- Riders will ride around the course in a single direction.
- At the centre intersection, riders must give way to the right. Walk through this with students.
- Switch riding directions at various stages.

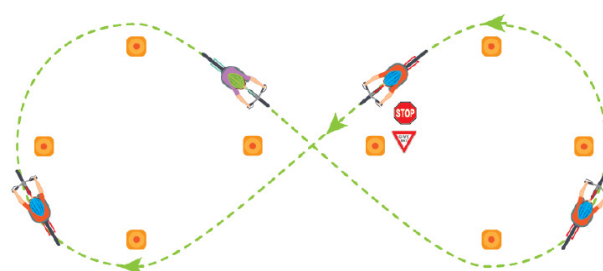
Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- Set up a separate, larger course for slower riders (and balance bikes) so they are not intimidated by more confident riders.
- Students struggling or nervous may wish to begin by riding around the outside of the figure 8 instead, and observing other students completing the task, before entering the figure 8.

Progressions

You may wish to include a 'Stop' or 'Give way' sign at one of the intersections, and occasionally switch the side that will be required to give way.

Activity Setup



Teaching Points

This activity, as well as helping to practice turning, also introduces giving way on the bike.

In the figure 8, there is a point where riders must give way. Mark this with a different coloured cone or, if available, a 'Give Way' or 'Stop' sign.

Riders will only have to give way to the right, unless presented with a sign telling them otherwise.

Key Questions

What do we mean by 'giving way'?
Why do we give way?

Activity 3. Group riding skills.

Approx. 15 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.



LESSON PLAN

Unit 2 Lesson 4: Group riding



Activities & Differentiation

Ask students about what is important when you are riding with other people?

- Keeping space between yourself and the bikes around.
- Keep at least 2 bike lengths between yourself and the bike in front.

Have two students bring their bikes to the front of the class. Line them up end to end so that students can see how far this is.

Follow the leader

- Set up a large square or oval circuit for students to ride around.
- Students ride in a single file around the course.
 - Students must be careful to maintain the 2 bicycle lengths between them and the bike in front.

Signaling

Stop the students and add a new skill: signaling.

We signal on the bike to indicate that we are turning left or right soon, so that the people behind us know what we're doing.

- We signal a left turn by holding on to the bike with one hand and holding out our left arm (as shown in the picture)
- We signal a right turn by holding out our right arm.
- Make sure that you signal in advance of the turn (about 20 metres)

Demonstrate this and have students follow.

Call out "left" or "right" and have students complete the correct signal.

Continue follow the leader, however whenever you turn you need to signal before you do it.

- All riders signal, not just the first one.

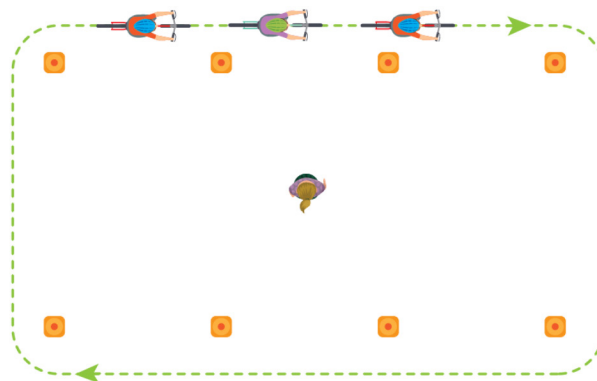
Modifications

- 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

Activity Setup



Teaching Points

The teacher or assistant should lead the ride as moderating the speed will be important.

Riders will only have to give way to the right.

Signaling

- Communication is very important to ensure that group members and other road users (cars etc) are not going to be surprised by our movements.
- Use both voice and arm signals.



LESSON PLAN

Unit 2 Lesson 4: Group riding



- 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.
 6. 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.

Head checks

Stop the students and add a new skill: head checks. Before you turn or change lanes on the bike, you need to check to see what other road users are approaching you from behind. To do this, we need to do a head check.

We do a head check by turning our head to the side and giving a quick look over our shoulder to see what's there.

Students should practice this whilst stationary on their bike.

Continue with follow the leader, however, add an additional location where students must do a head check to see if the teacher is giving a thumbs up or thumbs down signal (see diagram).

- The student should call "thumbs up!" or "thumbs down!" after they have seen it.

Progressions

Have students count how many fingers you are holding up. For simplicity, hold up 1, 2 or 5; as these are easiest to distinguish.

Teaching Points

Head checks

- The head check should be smooth and brief, just long enough to see what's around.
- The tendency is for riders to drift in the direction where they are performing the head check. Make sure that the riders keep riding straight.
- To avoid drifting while performing a head check over the right shoulder, lock the right elbow (straight arm), and bend the left. This locks the handlebars in position and prevents them turning outwards when you turn your head. (for the left side head check, lock the left elbow).
- It is easier to turn your head when you tuck your chin slightly towards your armpit first, especially for those with limited range of motion.

Key Questions

Why do we need to keep space between the bikes?

- To help us prevent any collisions.
- Safe attitude!

Why do we signal?

- So that other people can know what we are going to do, so they can avoid us.
- To be safe!

Why do we do a head check?

- Because we want to make sure that nobody is coming when we turn or change lanes.
- We can't see behind us, so we need to do a quick look so that we know what's coming.
- To be safe!

Optional. Hot spot game.

Approx. 5 minutes

Resource Requirements

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

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Make sure that obstacles will not cause bike to fall if hit.

Continued overleaf.



LESSON PLAN

Unit 2 Lesson 4: Group riding



Activities & Differentiation

Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls or anything safe that is available.

Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles.

Modifications

- Set up multiple lanes to cater for different levels and allow students to choose their level.
- The number of the obstacles in each lane can be adjusted for different groups, with novice riders having fewer obstacles, and more advanced riders having more obstacles placed closer together.

Progressions

- The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.

Activity Setup



Teaching Points

The focus of the game should be to apply the movements in a controlled manner. Students should focus on control, rather than speed.

Key Questions

How did you steer the bike to make it as easy to avoid the obstacles as possible?

- Slow, smooth steering.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

All students do the signal for:

- Left.
- Right.
- Stop.

Now do a head check.

Thumbs up/down/sideways: Are you confident riding in a group, which includes doing signals?

Key Questions

- Why do we do a head check/signal?
- Why do we keep space between us and other bikes?
- Why is it important to communicate our intentions with other path and road users?



Lesson 5: Road rules and hazards

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 3 and 4 (age range 8-11 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 fifth of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to recall and retell road rules related to cycling.
- For students to explain hazards and how to avoid them on footpaths and bike paths.
- For students to demonstrate a basic understanding of the Intersection types.



SUCCESS CRITERIA

- Explain the road rules/signals of: Stop, Give way, Traffic lights and keeping to the left of the road.
- Classify common hazards and how to avoid them.
- Name, compare and contrast the 4 different intersections: roundabouts, T, cross, hook.



EQUIPMENT

Computer, projector or tv; hazard videos, road hazards and blank hazard scene worksheets available from the Bike Ed Resources website <https://www.roadsafetyeducation.vic.gov.au/educational-resources/programs/bike-ed-new/school-program-resources>



**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)**

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)**(Geography)**

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

**LEVEL 3 – 4 RUBRIC: BIKE ED**

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Road rules discussion.

Approx. 5 minutes

Activities & Differentiation

Brainstorm the important road rules the students know:

- Stop signs mean stop.
- Give Way signs mean slow down and be prepared to stop if needed.
- Traffic lights: Red, orange and green.
- Ride on the left side of the road or path.

Special road rules for bikes:

- You must wear an approved helmet.
- On paths, all bike riders must give way to pedestrians.
- Your bike must have at least one working brake.
- If you're riding at night, your bike needs lights (not just reflectors)
 - White in front, red at the back.

Teaching Points

Basic road rules:

- When to stop (stop/give way/traffic lights).
- What side of the path or road to ride on (on the left).

Key Questions

- Who has priority in given scenarios?
- What is required on you bike – during the day vs during the night? (brakes, bells, reflectors, lights etc.).

Safety clothing (helmets):

We must always wear a helmet when on a bike because it protects our head and our very important brain.

It is important for the helmet to be fitted correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.



LESSON PLAN

Unit 2 Lesson 5: Road rules and hazards



Activity 1. Roads rules worksheet.

Approx. 5 minutes

Resource Requirements

Whiteboard and markers, pens/pencils, road rules and signs worksheet.

Safety

N/A

Activities & Differentiation

Hand out Road rules and signs worksheet.

- This focuses on the different signs that you might see when riding, as well as some questions consolidating knowledge of basic road rules.

Teaching Points

Students work through questions on worksheet.

Activity 2. Hazard Videos.

Approx. 15 minutes

Resource Requirements

Teacher: TV or projector, computer, hazard videos.
Student: Pen and workbook.

Safety

N/A

Activities & Differentiation

Provide a definition of what a hazard is and an example.

- For example, another bike rider or a car on the road is a hazard because it could be unsafe, and we have to avoid them. Or a slippery water puddle is a hazard, because we may slip and fall off the bike.

A series of videos have been provided of riding along a path from a bike rider's perspective. Each contains approximately 30 seconds of riding footage.

- The first half of the video is unedited footage from the rider's point of view (POV).
 - Tell the students to watch the videos and remember the hazards that they see.
 - Pause the video after the unedited rider POV section has finished.
 - Ask students which hazards they saw why they think they're a hazard.
- The second half of the video is the same footage slowed down and highlights the main hazards the rider faced.
 - Were any of these hazards surprising?
 - Could the students see any other hazards that weren't highlighted?
 - How would the students change their riding

Teaching Points

What a hazard is:

- Something that is, or has the potential to be, dangerous.

Scanning:

- Keep moving your eyes around the area rather than staring at only one spot.

Potential Hazards:

- Look at things that might be dangerous when you get there, not just things that are already dangerous

Things to look for:

- Cars, bike riders, pedestrians on the road or near the road, animals, road surface changes like potholes, water, dirt or leaves, gravel, stop/give way signs and traffic lights.

Avoiding hazards:

- You may either slow down/stop or move to avoid the hazard.
- It's better to slow down since moving may put you in danger from cars or other bike riders driving nearby.

Key Questions

- Where are you looking to see the hazards? (i.e., always scanning around the scene)
- Which hazards do you think are the most common?
- How would you avoid the hazards?



LESSON PLAN

Unit 2 Lesson 5: Road rules and hazards



behaviour to negotiate the hazards?

Repeat this activity for as many videos as you find are useful.

There are six videos of the rider on a shared path, which can be selected in any order.

- Video 1: Easy ride on path with minimal hazards.
- Video 2: Easy ride, finishing with an approach to a busy road.
- Video 3: Easy ride, with rider crossing a road.
- Video 4: Starts at traffic lights with other pedestrians and bike riders.
- Video 5: Approaches and crosses at traffic lights with other pedestrians and bike riders.
- Video 6: Rides around blind corners on shared path.

Activity 3. Hazards on paths worksheet.

Approx. 5 minutes

Resource Requirements

Hazards on path and blank hazard scene worksheets.

Safety

N/A

Activities & Differentiation

Hand out worksheet for completion. This worksheet asks students to identify a range of hazards from a street scene.

Blank hazards scene worksheet

Hand out worksheet for completion. This worksheet asks students to imagine potential hazards and draw them on a blank path. Students can colour in the scene if they finish early.

Progressions

Students can write down how they would avoid the hazards they identify.

Teaching Points

Key understandings are:

- Identifying hazards and potential hazards.
- Appropriate reactions to hazards.

Key Questions

- Which hazards do we have outside this school?
- How are we able to avoid or reduce the risk of these?

Activity 4. Intersection Theory.

Approx. 15 minutes

Resource Requirements

Intersection guide diagrams.

1. Roundabout
2. T-intersection
3. Cross Intersections
4. Hook Turns

Safety

N/A



LESSON PLAN

Unit 2 Lesson 5: Road rules and hazards

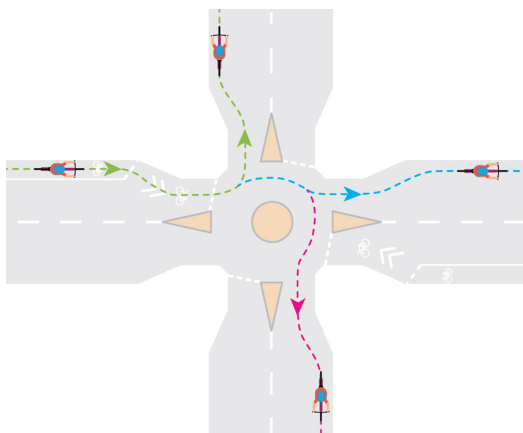


Activities & Differentiation

Hand out sheets with diagrams, or project screen with diagrams, or draw on whiteboard, or print on a large sheet and use toy cars/bikes/figurines to demonstrate. Explain to students that these are pre-learning for on-the-bike activities in the next session.

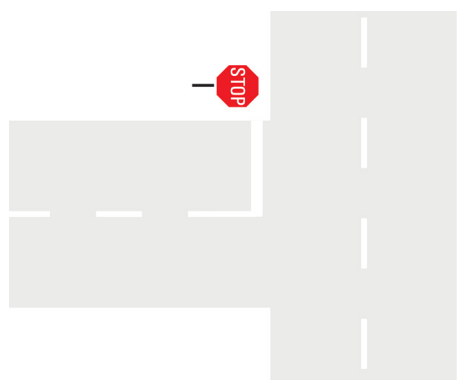
1. Roundabouts

Start with blank roundabout, and draw path of each rider (turning left, going straight, turning right), discussing process of each.



2. T-Intersections

Start with blank T-intersection, and draw potential paths of riders, discussing process and road positioning.



3. Cross Intersections

Start with blank cross intersection, and draw potential paths of riders through the intersection, discussing the process, right of way, and road positioning to make turns.

Teaching Points

** In all intersection cases, also encourage students to consider dismounting their bike and crossing as a pedestrian.*

Roundabouts

Discuss the best way for a bike rider to navigate a roundabout.

- Discuss the key dangers of a roundabout: the narrow concrete areas where it is not safe to be overtaken by a vehicle.
- Scan, signal, scan to merge into the traffic lane (called “taking the lane”) on approach.
- Signal first before entering the roundabout, then keep two hands on the handlebar. Repeat the signal only if it is necessary to convey intentions to another road user.
- Who gives way? Give way to anyone coming from your right, or anyone already on the roundabout circle.
- Stay in the centre of the lane all the way through the roundabout, until you have passed the narrow “squeeze points”.
- Signal if turning left or right, but not if going straight ahead.

Riding across an intersection

- Scan behind for traffic on the approach to the intersection (30 metres).
- Be wary of vehicles turning right. If possible, make eye contact with drivers to make sure they have seen you.

Turning left at an intersection

- Scan behind 30 metres before the intersection.
- Move to the left of the road.
- At the intersection, scan right and ahead.
- Use a left-hand turn signal.
- Be wary of vehicles that do not stop or give way.

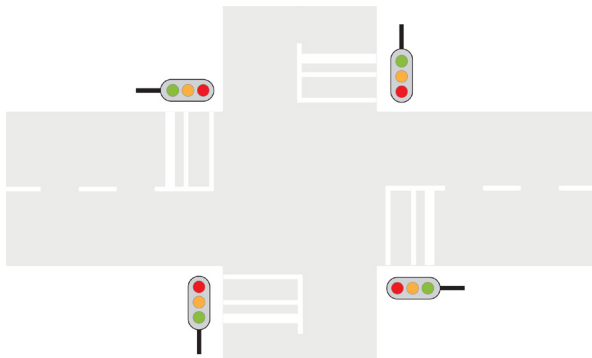
Turning right at an intersection

- Scan behind 30 metres before the intersection.
- Use a right-hand turn signal.
- Move to the right lane.
- Stop at the intersection.
- Approaching the intersection, scan left, right and ahead.
- If necessary, stop at the intersection.
- When the way is clear of traffic, complete the turn.
- Move to the left of the road after completing the turn.



LESSON PLAN

Unit 2 Lesson 5: Road rules and hazards



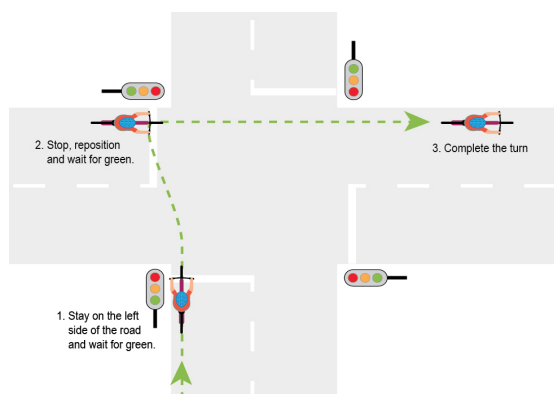
Hook turns

- Approach the intersection on the left of the road.
- Scan behind, left and right for traffic.
- Stop at the left side of the road being entered.
- Reposition the bike to face the direction of travel.
- Scan left and right for traffic.
- Ride across the intersection when safe. (If the intersection has traffic lights, wait for the green light before proceeding.)

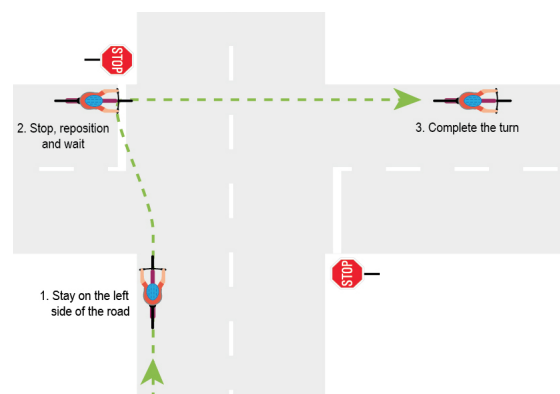
4. Hook Turns

Use Cross Intersection diagram and explain process for hook turns.

Hook Turn with Traffic Lights:



Hook Turn without Traffic Lights:



Progressions:

- Split into 4 groups, with each group assigned to an intersection type.
- Each group draws their chosen pathway(s) through the intersection and then presents it to the class, with reasoning.

Reflection & closure.

Approx. 3 minutes

Activities & Differentiation

Discussion on the road rules and hazard that they learned about in the class.

Thumbs up/down/sideways: do you feel like you know how to identify and avoid hazards when you're riding?

Key Questions

What are the best ways to avoid a hazard?

- Slow down.
- Move slowly around the hazard when safe to do so.
- Wait until they are gone.
- Use your voice or bell to communicate.



Lesson 6: Intersections

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SUGGESTED STAGE

While this Unit is designed for Years 3 and 4 (age range 8-11 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 sixth of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to practically apply their understanding of intersections (in a simulated school setting).
- For students to maintain safe distances and behaviour when navigating T and cross intersections (in a simulated school setting).



SUCCESS CRITERIA

- Adhere to the roads rules when using T-intersections and give way signs (in a simulated school setting) (ie. stop at the stop sign; stop when needed at a give way etc).
- Maintain safe distance between bikes when entering or exiting an intersection (in a simulated school setting).
- Use the left side of the road when using all types of intersections (in a simulated school setting).
- Use signals at each intersection.



EQUIPMENT

Bikes, helmets, cones, stop and give way signs.



**CURRICULUM LINKS**

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(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)**(Geography)**

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

**LEVEL 3 – 4 RUBRIC: BIKE ED**

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Sharing the road.

Approx. 5 minutes

Activities & Differentiation

In groups of 2 or 3, revise basic road rules. Think/pair/share what they remember from last lesson.

- What road rules affect them as bike riders? Consider things like traffic signs/signals and road markings, footpaths, pedestrian crossings, stopped trams, etc.
- Who gives way at different types of intersections?

Share with the group, ensuring key road rules are covered.

Teaching Points

Make sure the following points are covered:

- Signs: Stop, give way, no entry, traffic lights.
- Riding on footpaths: Only allowed if you are 12 or under or riding with someone 12 or under.
- Helmets are mandatory.
- Giving way: You must give if you face a stop, or give way sign, or a line (solid or dotted) at an intersection. If there is nothing to tell you what to do (signs, lines etc.) then you must give way to those on your right.



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. It is important for the helmet to fit correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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 2 Lesson 6: Intersections



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.

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 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.

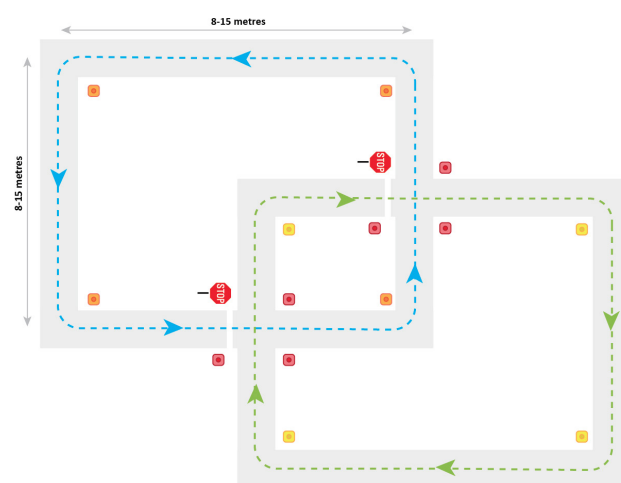
Progressions

- 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.

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.

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.



LESSON PLAN

Unit 2 Lesson 6: Intersections



Activity 2. Road rule revision.

Approx. 2 minutes

Resource Requirements

Stop sign, give way sign, and traffic light sign.

Safety

N/A

Activities & Differentiation

Sit students down and provide a brief recap of the road rules:

- Stop signs
- Give way signs
- Traffic lights
- Crossing the road
- Riding on the footpath

Teaching Points

This is revision from the previous class.

The most important parts for this lesson are that they know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection.

Activity 3. T-intersections.

Approx. 8 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

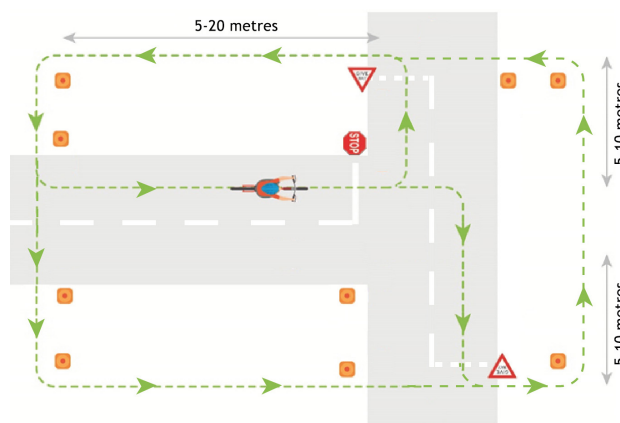
- Must be completed at low speed.
- Students must maintain at least two bike lengths distance to other bike riders.

Activities & Differentiation

This activity will involve students riding their bicycles through a T-intersection, stopping at the stop/give way signs, and making a right or left turn that the intersection, then continuing around the outside of the course back to the intersection.

- Firstly, 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 proceed and turn right or left.
- Students should start by riding around the outside of the course (anti-clockwise only), and more confident riders can be invited to enter the intersection when they feel ready. Once they have negotiated the intersection, they must give way before re-entering the outer circuit.
- When approaching the intersection, the student may be instructed to turn left only, or as they progress, may be allowed to choose to turn either left or right.
- Students should practice indicating before turning.

Activity Setup



Teaching Points

When students approach the intersection on a bike, they should do the same thing that they do as a pedestrian.

- Stop, Look, Listen, Think.



LESSON PLAN

Unit 2 Lesson 6: Intersections



- The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.

Modifications

- The teacher may wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.
- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the 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

- The teacher may call 'left' or 'right' when students approach the stop line, to indicate the direction they should turn.
- The course may be set up to allow students to enter other areas to the T-intersection (blue lines) to create 'traffic', so that riders must pick safe gaps in the traffic.
- The traffic may be bike riders, or students without bikes may be pedestrian traffic.

Students making decisions at the intersection.

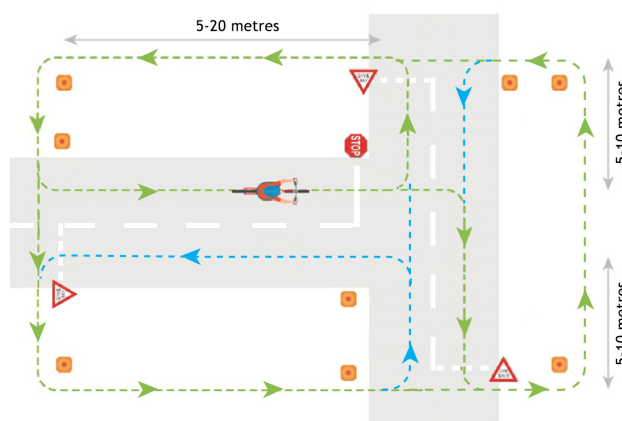
- Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.

Key Questions

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.

Progression Activity Setup



Activity 4. Cross intersections.

Approx. 8 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.

Activities & Differentiation

This course setup is a minor alteration to the T-intersection, so you can use the same setup for both activities.

Safety

- Must be completed at low speed.
- Students must maintain at least two bike lengths distance to other bike riders.
- Pedestrians must walk at a consistent speed to provide predictability for bike riders.
- Pedestrians should be wearing brightly coloured clothing.

Teaching Points

Students should be approaching this intersection in the same way they as the T-intersection, except that there is an extra intersection exit.



LESSON PLAN

Unit 2 Lesson 6: Intersections



This activity will involve students riding their bicycles through a cross-intersection, stopping at the stop/give way signs, and proceeding through the intersection, then continuing around the outside of the course back to the intersection.

- Firstly, 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 proceed though to turn right or turn left.
- Students should start by riding around the outside of the course (anti-clockwise only), and more confident riders can be invited to enter the intersection when they feel ready. Once they have negotiated the intersection, they must give way before re-entering the outer circuit.
- When approaching the intersection, the student may be instructed to go straight over only (not turning left or right).
- Students should practice indicating before turning (when re-entering the outer circuit).
- The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.

Modifications

- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the 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.
- The teacher may wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.

Progressions

- Once students are comfortable making the movements, allow students to enter the through-road (blue lines), so that riders must pick safe gaps in the traffic. The traffic may be bike riders, or students without bikes may be pedestrian traffic.
- As an extension activity as students become more confident, they may be allowed to choose to turn left at the intersection to begin with, and then add in the option of turning right, or may still go straight ahead. Students will need to indicate their intentions in this instance. (see “Intersection Course” in lesson 7 for more details).

Students making decisions at the intersection.

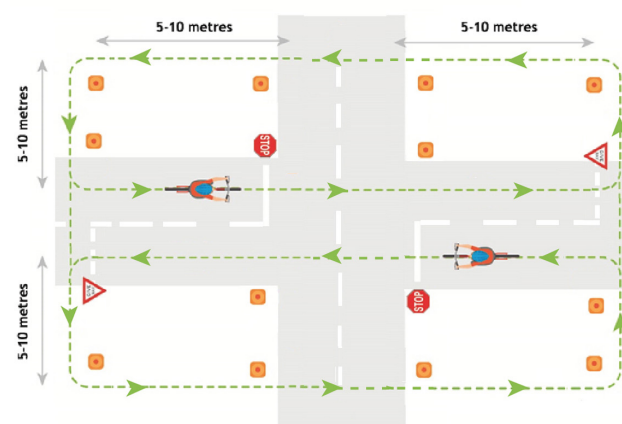
- Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.

Key Questions

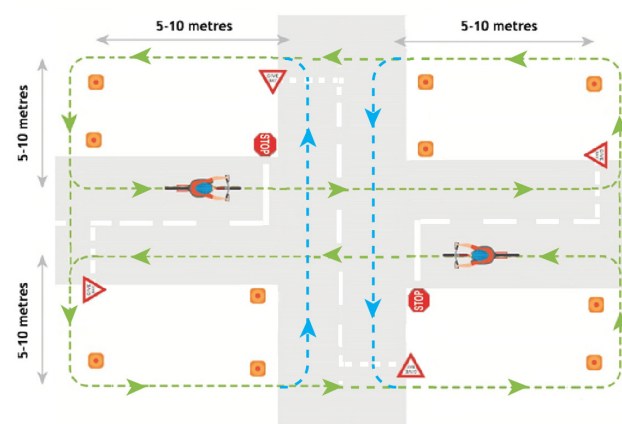
Who goes first?

- At the intersection, those at the stop sign must wait.
- If there are two people opposite each other at the stop sign, the person turning right must wait until the other people have gone.

Activity Setup



Progression Activity Setup



Activity 5. Hit the spot game.

Approx. 8 minutes

Resource Requirements

Helmets, bikes, and non-slip ground marking.

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Use a non-slip ground marking.

Activities & Differentiation

Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.

- Cones may be used to set up 'gates' to ride through, if ground markings are not available. Make wider gates for novice riders.

The setup and structure is as per the earlier 'Straight line riding' activity. Students can walk, glide or ride through the course, depending on their level of development.

Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'Hit!'

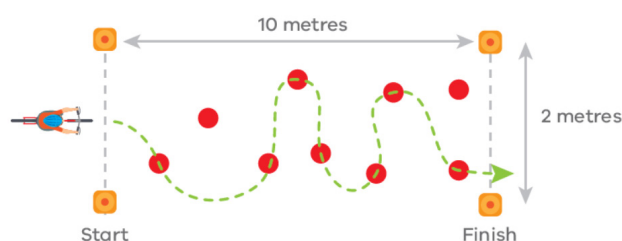
Each student will count the number of 'Hits' that they achieve during the time period.

Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

- The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- You may wish to set up a pattern of floor markings as either 'easy', 'medium' or 'difficult', to give goals for different students.
- Use different coloured markers or chalk to differentiate levels.
- Chalk markings or spots can also be different sizes to differentiate between different levels.

Activity Setup



Teaching Points

The focus of the game should be to apply the move in a controlled manner.

Students should focus on control, rather than speed.

Key Questions

How did you steer the bike to make it as easy to hit the mark as possible?

- Slow, smooth steering.

Progressions

- For more skilled and confident riders, add more markers to the area for them to hit.
- Different coloured markers may have different points allocated, or level of difficulty assigned. Students may aim for the same colour markers while avoiding others.
- Use chalk (if possible, on the surface) to draw markers of different sizes and/or colours and allow students to choose which markers to aim for.
- Draw or place obstacles in the area that they must avoid whilst hitting the targets.
- Challenge riders to touch the marker ONLY with their front wheel, or their back wheel, and not the other; or with BOTH tyres to get the points or double points.



LESSON PLAN

Unit 2 Lesson 6: Intersections



Optional. Hot spot game.

Approx. 5 minutes

Resource Requirements

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

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Make sure that obstacles will not cause bike to fall if hit.

Activities & Differentiation

Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls or anything safe that is available.

Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles.

Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- Set up multiple lanes to cater for different levels and allow students to choose their level.
- Non-slip rubber ground markers/spots, or chalk markings, can make the activity less intimidating for novice riders.
- The number of the obstacles in each lane can be adjusted for different groups, with novice riders having fewer obstacles, and more advanced riders having more obstacles placed closer together.

Progressions

- The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.

Activity Setup



Teaching Points

The focus of the game should be to apply the movements in a controlled manner. Students should focus on control, rather than speed.

Key Questions

How did you steer the bike to make it as easy to avoid the obstacles as possible?

- Slow, smooth steering.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

- What worked well and what were the challenges in riding the intersections?
- What are some tricks you might give to other students to help them in intersections?

Thumbs up/down/sideways: how well do you understand the requirements at each intersection type we covered today?

Key Questions

Provide scenarios that were practiced and ask how to respond.

- What do we do at a T-intersection? Who has priority/right of way?
- What do we do at a cross-intersection? Who has priority/right of way?
 - The person facing the stop/give way sign/red light must give way.



Lesson 7: Intersection and riding practice

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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 3 and 4 (age range 8-11 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 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.

LEARNING INTENTIONS

- For students to maintain safe distances and behaviour when navigating traffic lights and cross intersections (in a simulated school setting).

SUCCESS CRITERIA

- Maintain safe distance between bikes when entering or exiting an intersection (in a simulated school setting).
- Use the left side of the road when using all types of intersections (in a simulated school setting).
- Adhere to the roads rules when using a cross intersection and traffic lights (in a simulated school setting) (ie stop at the stop sign; stop when needed at a give way, etc)
- Obey traffic lights (ie Stop on red; go on green, etc).

EQUIPMENT

Bikes, helmets, cones, stop and give way signs.



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)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Local intersections and roads.

Approx. 5 minutes

Resource Requirements

Laptops/tablets, at least one per group.

Safety

N/A

Activities & Differentiation

Students think of a local intersection that they are familiar with, which they feel would be challenging on a bike, and locate it on Google Maps.
Each group shares their chosen intersection with the class and explains why they think it would be challenging to ride on a bike, and any strategies they might use to ride through the area safely.

Teaching Points

If students can't think of an intersection, or if there aren't many available in the area, consider other challenging areas to ride such as narrow roads, rail crossings, where a bike lane ends or commonly has cars parked in it, roads with pot-holes at the edges, shopping strips, etc.
Encourage students to also think about how car drivers navigate intersections and how it might be different on a bike.



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



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:

- 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.

Teaching Points

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

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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. Follow the leader game: snake riding.

Approx. 5 minutes

Resource Requirements

Bikes and helmets.

Safety

- Students must maintain at least two bike lengths distance to other bike riders.
- As rider movements will be in conflict with each other, this must be done at low speed.

Activities & Differentiation

All riders to ride around in a single file without cones. The open area should be at least the size of a basketball court.

The leader can make the riders ride in any direction and the snake must follow.

The leader may double back through the snake.

- The riders will need to negotiate their way past, at low speed, to ensure that all riders can move forward.
- Riders should revert to the “give way to the right” rule of an unsigned intersection.

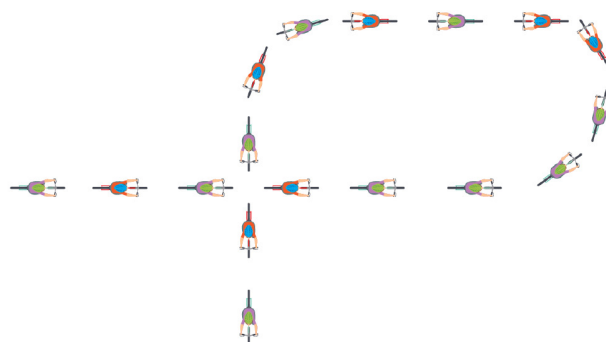
Modifications

- If there are students who are nervous about riding in single file with the rest of the group, encourage them to leave more distance behind the rider in front, and also have less confident students at the back of the line so that they don’t feel intimidated by confident students riding behind them.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- You may wish to set up a separate group for the more nervous or balance bike riders so that they can still practice riding in a line, without feeling intimidated being in the main group with more confident riders. Encourage these riders to take turns leading so they can set the pace, and also gain confidence in their bike skills.

Progressions

- Advanced riders can be selected as leaders of the group. This should be changed often. Set a speed limit for this group to ensure the advanced rider does not leave their group behind or cause dangerous riding by those trying to follow.
- Include hand signals and voice calls that need to be passed back along the snake – such as hand signals for turning, and calls for “slowing”, “stopping”, or pointing out obstacles.

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.

Key Questions

How do you avoid collisions in the snake?

- Safe attitude.
- Low speed.
- Pass through predictably (one in front, one behind).



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



Activity 2. Intersection course.

Approx. 15 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.

Activities & Differentiation

Set up the practice intersection course. This is the same course setup as Lesson 6, Cross Intersections activity. Sit students down and briefly revise the road rules:

Walk through the intersection course without bikes, demonstrating how to behave at the T-intersections and the cross-intersections, as per the previous class.

Intersection course

- Set up course as per the diagram.
- Students should start by riding around the outside of the course (anti-clockwise only), and more confident riders can be invited to enter the intersection (from the 2 arms shown only) when they feel ready. Once they have negotiated the intersection, they must give way before re-entering the outer circuit.
- Students may turn left or right at the intersection only (not straight over), as shown in the diagram. Students should practice indicating before turning (and when re-entering the outer circuit).

Modifications

- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the 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

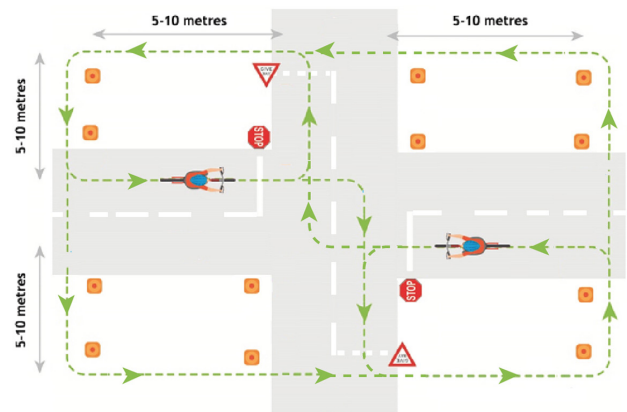
- Once students are comfortable making the movements, allow students to enter the intersection from the other 2 arms (blue lines) as through-traffic, so that riders must pick safe gaps in the traffic. The traffic may be bike riders, or students without bikes may be pedestrian traffic. Initially, those on

Safety

- Students must maintain at least two bike lengths distance to other bike riders.
- Non-riders/helpers are to stay off the riding areas.
- Limit riding to a safe speed.

Activity Setup

Lanes should be at least 3m wide and up to 30 metres in length (depending on space constraints).



Teaching Points

This is revision from the previous class. The most important parts for this lesson are that students know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection. This is a good activity to repeat when time is available. It provides opportunities for riders to make decisions and perform variety of skills in different situations, as they would on roads and paths.

Using the intersection:

- Students will give way to the right at the intersection.
- Signal prior to making a turn so that others know your intentions.

Key Questions

- Who has right of way at the middle intersection/side intersections?
- What will we need to do as we approach each intersection to ride safely?
- How do we negotiate the intersections safely?



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice

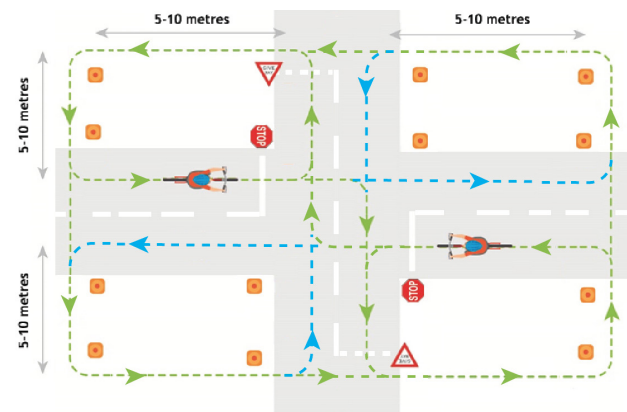


the through-road are not allowed to turn at the intersection and may continue straight only (as shown by the blue lines).

- As students become more confident, as an extension activity they may be allowed to choose to turn left or right from the through-road at the intersection as well. This will get quite complicated, so ensure all students are ready for this progression.
- The internal intersection can be modified to other types.
- Other hazards and skill stations may be placed on the external circuit, such as performing head checks/one handed riding etc.

- Prepare in advance.
- Obey the road rules.
- Look left and right before moving through.
- If you are in doubt about what to do, what should you do?
- What tips do other riders have to help people negotiate intersections?

Progression Activity Setup



Activity 3. Unsigned Intersection.

Approx. 10 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.

Activities & Differentiation

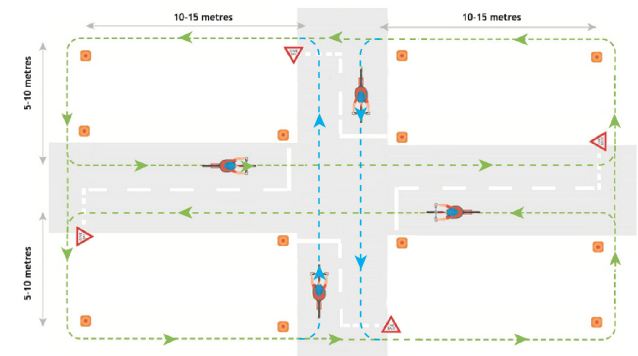
This is the same course setup as the previous Cross Intersections activity, but without signs in the middle. This activity will involve students riding their bicycles through an unsigned intersection.

- Explain that, at roundabouts or intersections without signs, we give way to the rider (or vehicle) on your right. Demonstrate this with volunteers.
- Have the students walk their bikes through the course slowly, showing them how to give way as they do so. The riders will follow a similar route as the Cross Intersections course, where they can ride around the outside until comfortable coming into the intersection,

Safety

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

Activity Setup



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



and then may ride across the intersection after stopping to give way.

- Firstly, have students only follow the green path – with no cross traffic. Once they are comfortable, add in the blue path, which creates cross traffic.
- The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.

Modifications

- You may add non-riders with 'stop signs' (like a school crossing supervisor) at points around the outside of the circuit.
- May wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the intersection.

Progressions

- As students become more confident, as an extension activity they may be allowed to choose to turn left at the intersection to begin with, and then add in the option of turning right, or may still go straight ahead. Students will need to indicate their intentions in this instance.

Teaching Points

Students making decisions at the intersection.

- Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.

Key Questions

Who goes first?

- If there are no signs, you must give way to the rider coming from your right.

Optional. Follow the leader game - traffic lights.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file.

Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All

Safety

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

Teaching Points

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Communication is important, so ensure riders are calling out clearly.



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



students call out “slowing!”

- ‘Green’ means that all riders must start riding at normal speed again. All students call out “riding!”
- Students without foot-brakes should practice resetting their starting pedal to “power position” as quickly as possible after stopping and before ‘Green’ is called.

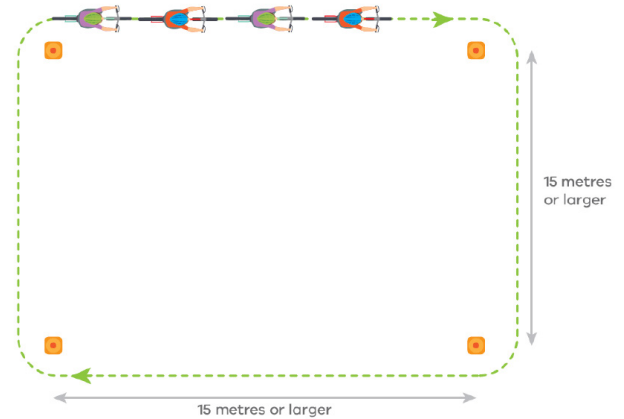
Modifications

- You may begin the activity by having students walk the bike around, before progressing to riding.
- If there are students very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course.

Progressions

- Other instructions can be called whilst the riders have stopped, for example ‘Turn Around’, ‘Tap your helmet’ or ‘Clap five times’.
- Turning the riders around regularly will give them practice turning the other way.

Activity Setup



Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don’t feel safe.

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

Question the students about their movement through intersections.

- Provide examples and ask the students to say who has priority and what they should do at the intersection.

Thumbs up/down/sideways: Do you feel confident riding in an intersection?

Key Questions

What do we do at an unsigned intersection?

- Give way to the bike rider or car on your right.



Lesson 8: Group skills and games

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 3 and 4 (age range 8-11 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 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.

LEARNING INTENTIONS

- For students to safely negotiate all intersections confidently and independently (in a simulated school setting).
- For students to manage the safe space around them in a variety of road conditions, such as merged lane and cross intersections (in a simulated school setting).

SUCCESS CRITERIA

- Obey road rules.
- Maintain a safe distance between riders.
- Give way to right.
- Scan and merge with other riders when the road narrows (in a simulated school setting).
- Use the left side of the road when using all types of intersections (in a simulated school setting).

EQUIPMENT

Bikes, helmets, cones, stop and give way signs.
Optional: 1-2 pool noodles.



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)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Brainstorming key bike skills.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students recall the skills they have learned so far, and brainstorm responses to the following questions:

- What key skills are you most confident with?
- What key skills do you need to work on? Why?

Each student shares one response with the class.

Teaching Points

If needed, prompt students to consider some of the skills already covered, such as:

- Balance and control
- Starting (power position)
- Braking / stopping
- Straight line riding
- Slow riding
- Turning
- Tight turns
- One-handed riding (for signalling)
- Using gears
- Understanding road rules
- Navigating intersections



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



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:

- 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.

Teaching Points

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

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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. Follow the leader game - traffic lights.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file.

Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

As students have experience with this activity already, they should start incorporating hand signals and voice calls to increase the complexity.

Modifications

- You may begin the activity by having students walk the bike around, before progressing to riding.
- If there are students very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- You may wish to set up a separate group for the more nervous or balance bike riders so that they can still practice riding in a line, without feeling intimidated being in the main group with more confident riders.

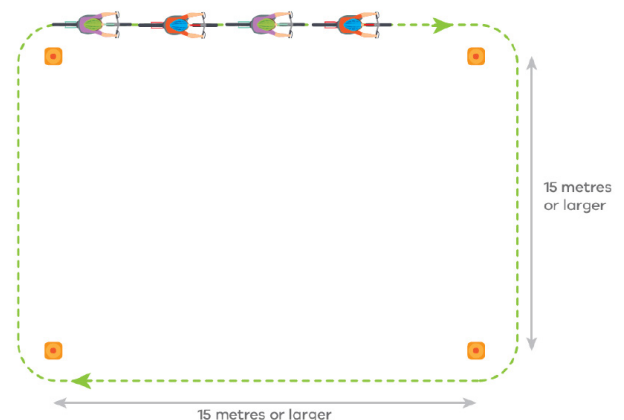
Progressions

- Other instructions can be called whilst the riders have stopped, for example 'Turn Around', 'Tap your helmet' or 'Clap five times'.
- Turning the riders around regularly will give them practice turning the other way.

Safety

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

Activity Setup



Teaching Points

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Communication is important, so ensure riders are calling out clearly.

Students without foot-brakes should practice resetting their starting pedal to "power position" before 'Green' is called.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don't feel safe.



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Activity 2. 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.

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 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.

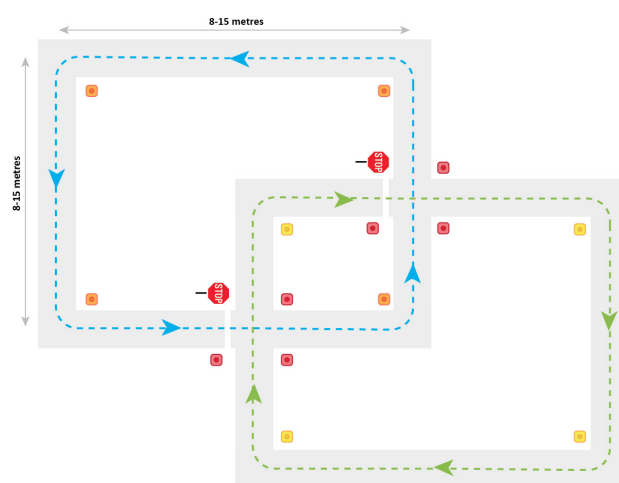
Progressions

- 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.

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.

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.



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Activity 3. Move on over.

Approx. 15 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).

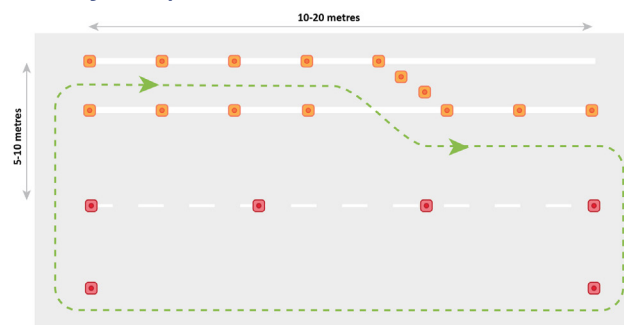
Progressions

- 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.

Key Questions

How do you avoid collisions when merging into a traffic lane?

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



LESSON PLAN

Unit 2 Lesson 8: Group skills and games

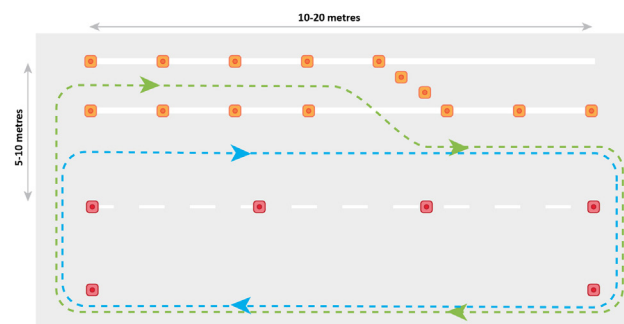


in front of them. As skills progress, traffic lane riders can choose to speed up so that the bike lane cannot merge in front of them and must slow or stop to give way; or may choose to slow down to make merging possible; simulating real-life situations in traffic.

- 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.

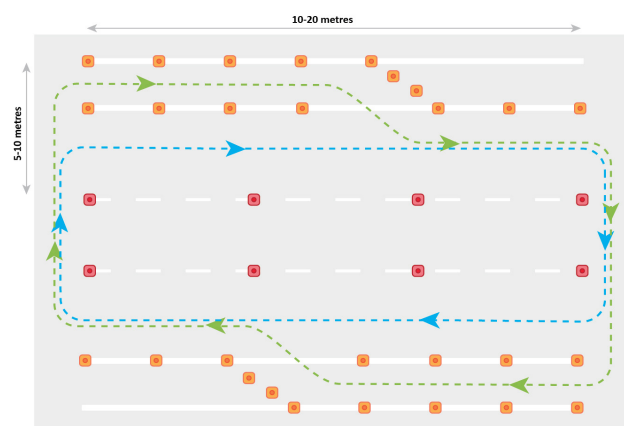
Progression Activity Setup

Adding a “traffic lane” of riders.



Alternate Setup

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



Activity 4. Intersection course.

Approx. 10 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.

Activities & Differentiation

Set up the practice intersection course. This is the same course setup as in Lesson 7.

Safety

- Students must maintain at least two bike lengths distance to other bike riders.
- Non-riders/helpers are to stay off the riding areas.
- Limit riding to a safe speed.

Teaching Points

This is revision from the previous class.



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Sit students down and briefly revise the road rules. Walk through the intersection course without bikes, demonstrating how to behave at the T-intersections and the cross-intersections, as per the previous class.

Intersection course

- Set up course as per the diagram.
- Students should start by riding around the outside of the course (anti-clockwise only), and more confident riders can be invited to enter the intersection (from the 2 arms shown only) when they feel ready. Once they have negotiated the intersection, they must give way before re-entering the outer circuit.
- Students may turn left or right at the intersection only (not straight over), as shown in the diagram. Students should practice indicating before turning (and when re-entering the outer circuit).

Modifications

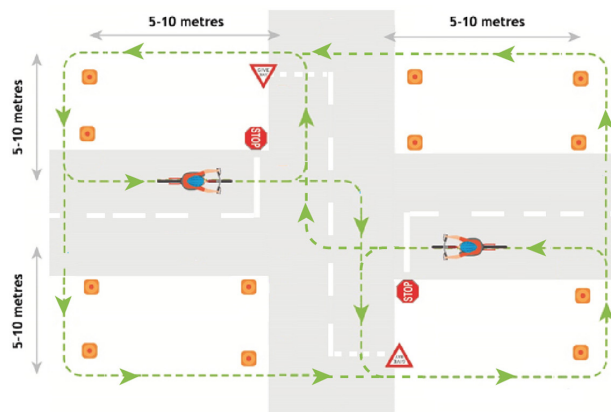
- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the intersection.
- Students who are not yet able to balance 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

- Once students are comfortable making the movements, allow students to enter the intersection from the other 2 arms (blue lines) as through-traffic, so that riders must pick safe gaps in the traffic. The traffic may be bike riders, or students without bikes may be pedestrian traffic. Initially, those on the through-road are not allowed to turn at the intersection and may continue straight only (as shown by the blue lines).
- As students become more confident, as an extension activity they may be allowed to choose to turn left or right from the through-road at the intersection as well. This will get quite complicated, so ensure all students are ready for this progression.
- The internal intersection can be modified to other types.
- Other hazards and skill stations may be placed on the external circuit, such as performing head checks/one handed riding etc.

Activity Setup

Lanes should be at least 3m wide and up to 30 metres in length (depending on space constraints).



Teaching Points

The most important parts for this lesson are that students know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection. This is a good activity to repeat when time is available. It provides opportunities for riders to make decisions and perform variety of skills in different situations, as they would on roads and paths.

Using the intersection:

- Students will give way to the right at the intersection.
- Signal prior to making a turn so that others know your intentions.

Key Questions

- Who has right of way at the middle intersection/side intersections?
- What will we need to do as we approach each intersection to ride safely?
- How do we negotiate the intersections safely?
 - Prepare in advance.
 - Obey the road rules.
 - Look left and right before moving through.
- If you are in doubt about what to do, what should you do?
- What tips do other riders have to help people negotiate intersections?

Progression Activity Setup

Diagram overleaf

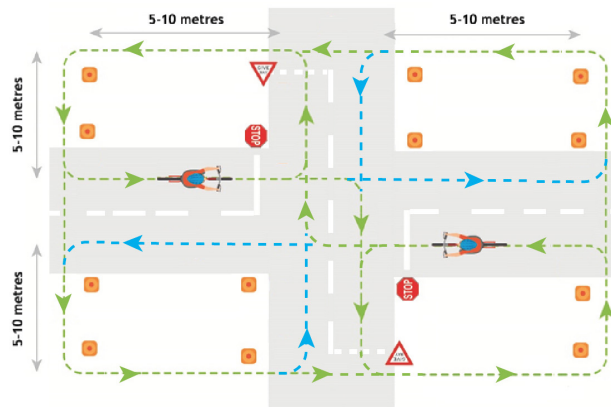


LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Progression Activity Setup



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.

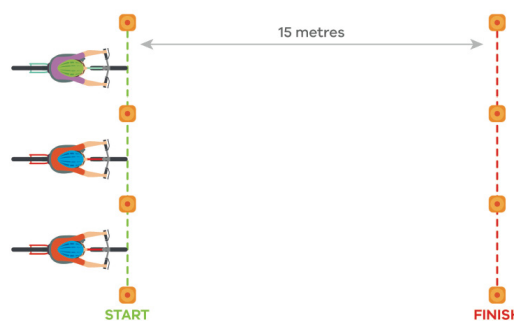
Modifications

- 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

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 2 Lesson 8: Group skills and games



- them), and experiment with what gear selection works best for riding slowly with control.
- 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 activities did you find to be the easiest?
Which activity did you find the most challenging? Why was that so?

Thumbs up/down/sideways: Do you feel confident riding around others?

Key Questions

What do we do when we need to merge from a bike lane into a traffic lane?

- Scan, signal, scan.
- Have a safe attitude.
- Understanding the road rules for merging.
- Scan, signal, scan.
- Be prepared to slow and stop if there is not enough space, or is not a safe situation, to complete the merge.



Lesson 9: Route planning and hazards

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 3 and 4 (age range 8-11 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 ninth of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to plan (with assistance) the route for lesson 10, identifying the hazards and alternatives.



SUCCESS CRITERIA

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



EQUIPMENT

Workbooks, pen, video projector, worksheets, maps. Permission forms (to be returned for next class).



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)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

VC2HP4M02 practise and apply basic movement strategies to achieve movement outcomes.

VC2HP4M03 demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

Tuning in activity. Outline group ride & anticipated hazards.

Approx. 5 minutes

Activities & Differentiation

Begin with a pre-ride briefing of all the 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.

Brainstorm: What important things should we know before the ride?

Explain the rules for the group ride.

Teaching Points

Rules for the class ride:

- Keep to the left side of the path.
- 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.
- Groups ride at the speed of the slowest rider.
- Two bike lengths between bike riders.
- Any others you find important.

Activity 1. Virtual ride through.

Approx. 10 minutes

Resource Requirements

Computers (or tablets) for students, at least one per group of two.

Safety

N/A

Activities & Differentiation

Distribute tablets or computers for each student or one between two.

Using Google Street View, students should do a virtual bike ride through the route.

Teaching Points

Teachers should focus on map reading skills in addition to gaining familiarity with the route and riding from a bike riders' perspective.



LESSON PLAN

Unit 2 Lesson 9: Route planning and hazards



Students should rank the key locations by difficulty, writing this down on the maps.

After ranking, talk through the most challenging areas of the ride with the class. Show how we will be negotiating them and providing strategies on negotiating similar locations.

Modification

- If IT is unavailable, the activity can be teacher led using a screen at the front of the classroom.

Progression

- If time allows challenge students to find a better route to ride or plot their own route to ride from their home to school or a recreational activity. The criteria should be:
 - Easy to ride (i.e., not too hilly).
 - Safe to ride (safe roads, safe intersections, identify potential hazards).
 - The right length to fit in class (approx. 60 minutes).
 - Plot the ride on a fresh map. Provide a justification for the ride that addresses the key criteria.

Key Questions

- Why did you rank this as the most difficult location?
- Which was the easiest place to ride? Why?

Activity 2. Hazard videos.

Approx. 10 minutes

Resource Requirements

Teacher: TV or projector, computer and hazard videos.
Student: Pen and workbook.

Safety

N/A

Activities & Differentiation

This is a brief revision of what we learned about hazards in Lesson 5. Provide a definition of what a hazard is and an example.

- For example, another bike rider or a car on the road is a hazard because it could be unsafe, and we have to avoid them. Or a slippery water puddle is a hazard, because we may slip and fall off the bike.

A series of videos have been provided of riding along a path from a bike rider's perspective. Each contains approximately 30 seconds of riding footage.

The first half of the video is unedited footage from the rider's point of view (POV).

- Tell the students to watch the videos and remember the hazards that they see.
- Pause the video after the unedited rider POV section has finished.

Teaching Points

What a hazard is:

- Something that is, or has the potential to be, dangerous.

Scanning:

- Keep moving your eyes around the area rather than staring at only one spot.

Potential hazards:

- Look at things that might be dangerous when you get there, not just things that are already dangerous.

Things to look for:

- Cars, bike riders, pedestrians on the road or near the road, animals, road surface changes, like potholes, water, dirt or leaves, stop/give way signs and traffic lights.

Avoiding hazards:



LESSON PLAN

Unit 2 Lesson 9: Route planning and hazards



- Ask students which hazards they saw and why they think they are a hazard.

The second half of the video is the same footage slowed down and highlights the main hazards the rider faced.

- Were any of these hazards surprising?
- Could the students see any other hazards that weren't highlighted?
- How would the students change their riding behaviour to negotiate the hazards?

Repeat this activity for as many videos as you find are useful.

There are six videos of the rider on a shared path, which can be selected in any order.

Video 1: Easy ride on path with minimal hazards.

Video 2: Easy ride, finishing with approach to a busy road.

Video 3: Easy ride, with cyclist crossing a road.

Video 4: Starts at traffic lights with other pedestrians and bike riders.

Video 5: Approaches and crosses at traffic lights with other pedestrians and bike riders.

Video 6: Rides around blind corners on shared path.

- You may either slow down/stop or move to avoid the hazard.
- It's better to slow down since moving may put you in danger from cars or other bike riders driving nearby.

Key Questions

- Where are you looking to see the hazards? (i.e., always scanning around the scene).
- Which hazards do you think are the most common?
- How would you avoid the hazards?

Activity 3. Hazards worksheet.

Approx. 15 minutes

Resource Requirements

Hazards on our ride worksheet, video projector, worksheets, and pencil.

Safety

N/A

Activities & Differentiation

A brief discussion of the hazards, revising from the previous class on hazards and hazard perception.

Hand out the worksheet, where students will need to identify common hazards that they think they will find in the outside ride next class.

They also need to have a plan for how they will avoid the hazards that they encounter. Focus on:

- Slowing down as they approach the hazard.
- Using communication (bells, voice etc) to warn the hazard and fellow riders of the hazard.
- Be predictable.
- Avoid sudden movements.

Teaching Points

Key understandings are:

- Becoming more familiar and comfortable with the complicated parts of the riding route.
- Identifying hazards and potential hazards
- Appropriate reactions to hazards

It's good for students to get a better idea of what riding a bike outside school looks like from the rider's perspective.

The best way to deal with hazards is to plan for them in advance.

Key Questions

- How do we know what the hazards are?



LESSON PLAN

Unit 2 Lesson 9: Route planning and hazards



Summary of potential hazards on route

Bring class together to go through the worksheet.

- Which hazards might we see?
- How will we negotiate them?

Speak about ways to negotiate these hazards on the road.

- Does it have the potential to affect our riding path? Such as a car crossing the bike lane, or dog, or a slippery bit of road?
- How should we be reacting to them?
 - Don't make sudden movements, like swerving, as you may put yourself in the way of other road users behind you.
 - Slow down in a controlled manner, and ride at a speed where you can easily deal with the hazard.

Optional. Follow the leader.

Approx. 7 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

If you wish to (and have the ability to) get the students out of the classroom and onto their bikes then this activity has students following the teacher on bikes. This is what they will be doing next class on their outside ride, so this is a good skill to practice.

** Ensure full safety checks are completed prior to any riding activity, as per previous lessons.*

Practice ride for next class

- Ask students about what is important when you are riding with other people?
 - Keeping space between yourself and the bikes around.
 - Keep at least two bike lengths between yourself and the bike in front.
- Remember signaling and head checks.

Follow the leader

Set up a large square or oval circuit for students to ride around.

Students ride in a single file around the course.

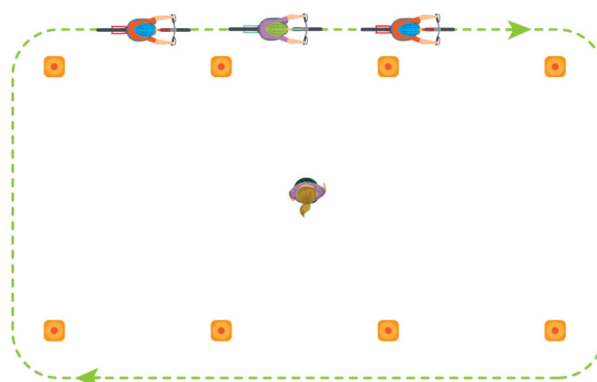
- Students must be careful to maintain the two bicycle lengths between them and the bike in front.

An alternative is for the teacher to lead a ride around the school ground or surrounds. This is preparation for the out of school ride next class.

Modifications

- If there are students who are nervous about riding in

Activity Setup



Teaching Points

The teacher or assistant should lead the ride since moderating the speed will be important.

Signaling

- Communication is very important so that group members and other road users (cars etc.) are not going to be surprised by our movements.
- Use both voice and arm signals.

Head checks

- The head check should be smooth and brief, just long enough to see what's around.
- The tendency is for riders to drift in the direction they are performing the head check in. Make sure that the riders keep riding straight.



LESSON PLAN

Unit 2 Lesson 9: Route planning and hazards



single file with the rest of the group, encourage them to leave more distance behind the rider in front, and also have less confident students at the back of the line so that they don't feel intimidated by confident students riding behind them.

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- You may wish to set up a separate group for the more nervous or balance bike riders so that they can still practice riding in a line, without feeling intimidated being in the main group with more confident riders. Encourage these riders to take turns leading so they can set the pace, and also gain confidence in their bike skills.

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).

Key Questions

Why do we need to keep space between the bikes?

- To help us prevent collisions.
- Safe attitude!

Why do we signal?

- So that other people can know what we are going to do, so they can avoid us.
- To be safe!

Why do we do a head check?

- Because we want to make sure that nobody is coming when we turn or change lanes.
- We can't see behind us, so we need to do a quick look so that we know what's coming.
- To be safe!

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

What things do we need to know before we go for a ride?

- Write the different responses on the board with a brief explanation about why we need to know it.

Administration for the ride:

- Permission forms, bikes, helmets etc.
- Make sure that permissions forms are completed prior to the ride.

Thumbs up/down/sideways: Are you confident negotiating the hazards we will be seeing on the class ride?

Key Questions

- What are the potential hazards we might have to deal with on the community ride next lesson?
- What are some techniques we can use to avoid these hazards?
- What one piece of advice would you give a rider who hasn't ridden outside of the school grounds before?



Lesson 10: 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 3 and 4 (age range 8-11 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 tenth and final lesson for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.
Suggested group ride duration: 20 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.



EQUIPMENT

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





CURRICULUM LINKS

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CONTENT DESCRIPTORS

(Geography)

VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

(HPE)

VC2HP4M01 practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

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VC2HP4M06 participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

VC2HP4M10 perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

(HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

Continued overleaf.



LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

**THIS LESSON INCLUDES A FINAL 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 2 Lesson 10: 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 parts of the ride do you think will be most challenging, and how should we 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

Teaching Points

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

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

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?



LESSON PLAN

Unit 2 Lesson 10: Group ride



by the teacher. Use ABCD check guide. The ABCD check 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.

- Why do we do a bike check before we ride?



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

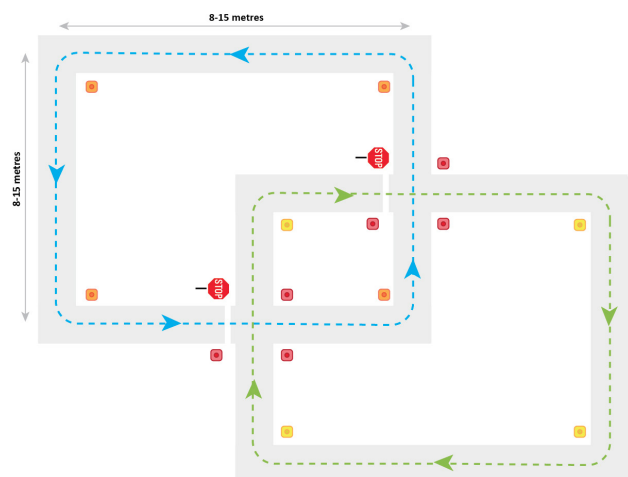
This activity revisits this activity which involves giving way to the right and riding in proximity to other students in preparation for the group ride.

- 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.

Activity Setup



LESSON PLAN

Unit 2 Lesson 10: Group ride



- The course can be set up with stop signs at the 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.

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.

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.

Approx. 5 minutes

Activities & Differentiation

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

Explanation of the rules for the class ride:

- Ride in single file.
- If one rider stops, then all riders stop. This must be communicated by voice to the leader ('stopping!').
- No overtaking.
- Groups ride at the speed of the slowest rider.
- Two bike lengths between bike riders.
- If any riders need to stop for any reason (anxiety, fatigue, hunger, thirst, toilet) then they can notify a teacher and the whole group will stop.

Call for questions.

Thumbs up/down/sideways for understanding.

Teaching Points

The length of the ride will only be short (approximately 20 minutes), but it will give inexperienced riders the confidence to start riding outside of class.

Pick an easy ride with few hills if possible. A good, sealed path near the school that can be accessed by footpaths makes a good route.

If there are no shared paths easily accessible or are not adjacent to the school, quiet low traffic roads may be used if needed, but must be assessed for safety for the specific group of students prior to using.

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.

Key Questions

What do I expect to see when I'm doing the ride?



Activity 3. Group ride.

Approx. 20 minutes

Resource Requirements

Bikes, helmets, high visibility vests, and mobile phone.

Safety

- There must be at least one accredited Bike Ed accredited instructor present on any school bike ride outside of school grounds.
- It is 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

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 along the path in single file. If the route incorporates any low traffic roads, ensure the line provides clearance from any 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.

Teaching Points

- Students may 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.
- This ride should be at a slow pace to allow students to acclimatize to the shared path environment and interactions with any other path users. Make the ride as simple as possible to build the confidence of less experienced riders.

Key Questions

- What things am I doing to stay safe on the ride?

Activity 4. Ride Debrief.

Approx. 5 minutes

Activities & Differentiation

Bring students together to debrief on the ride.

- Plus: What was good?
- Minus: What wasn't good?
- Interesting: What was interesting?
- What did they notice about the other path or road users they saw?

Key Questions

What was different or the same as what you expected?



LESSON PLAN

Unit 2 Lesson 10: Group ride



Reflection & Closure.

Approx. 5 minutes

Resource Requirements

Certificates for each student.

Safety

N/A

Activities & Differentiation

Hand out the certificates to the students.

The aim of the certificate is to provide students with a memento of their participation in bike riding classes and an opportunity to reflect on their achievements.

Encourage students to reflect on their effort, participation in activities, personal challenges they have overcome, improvements in bike riding proficiency, or any specific goals they have met throughout the program.

Every student should receive a certificate of achievement to encourage their ongoing cycling improvement.

Encourage students to continue with their riding outside of class time.

Thumbs up/down/sideways for their overall effort and achievements in Bike Ed Unit 2.

Key Questions

Encourage students to reflect on their effort and participation in activities.

- Were there any personal challenges that you have needed to overcome?
- What are you most proud of?
- Do you feel like you're a better bike rider now than you were at the start of the program?



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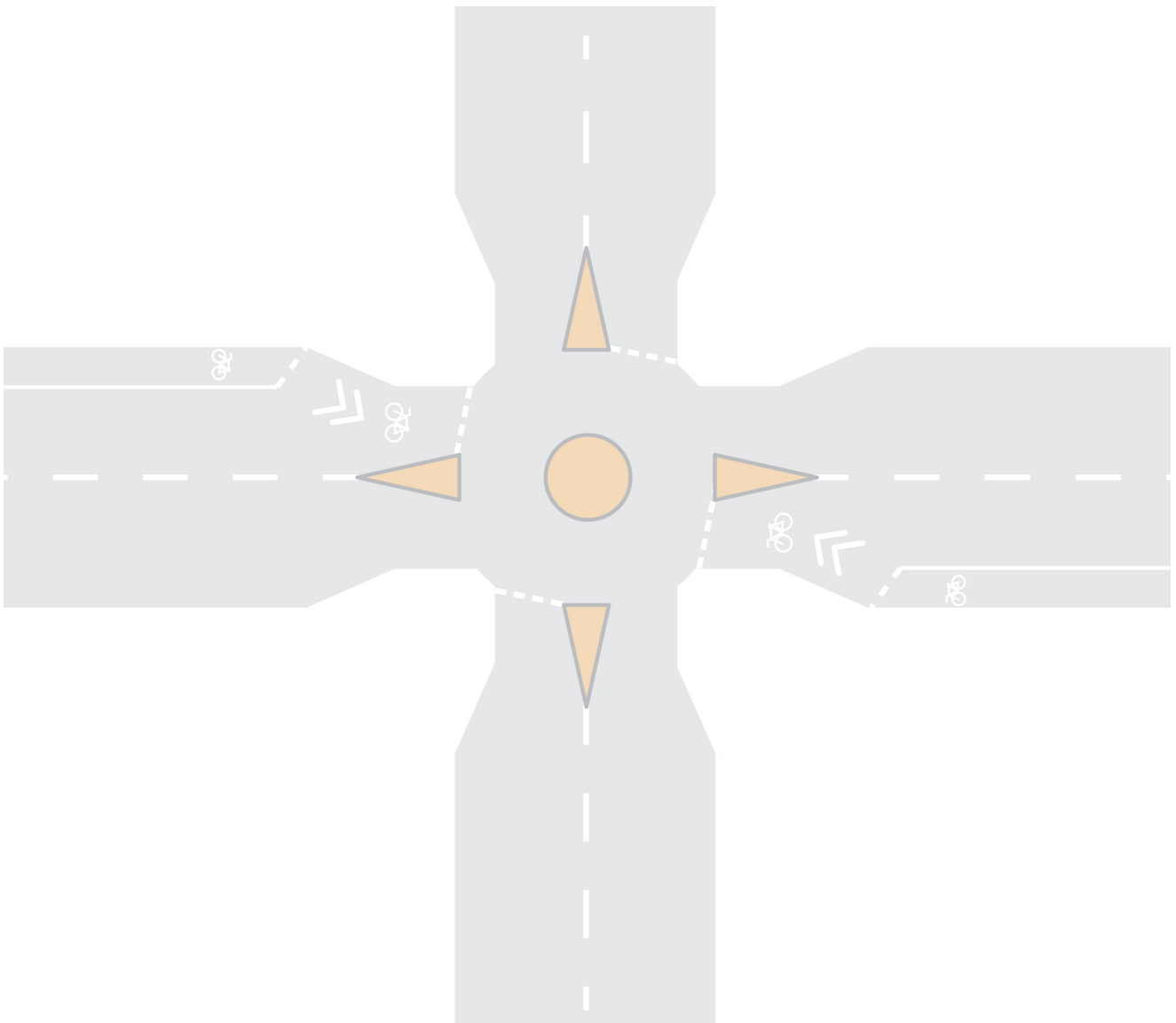


Intersections worksheet: Roundabouts



Draw the path of the bike rider entering the roundabout and:

1. Turning left,
2. Going straight,
3. Turning right.



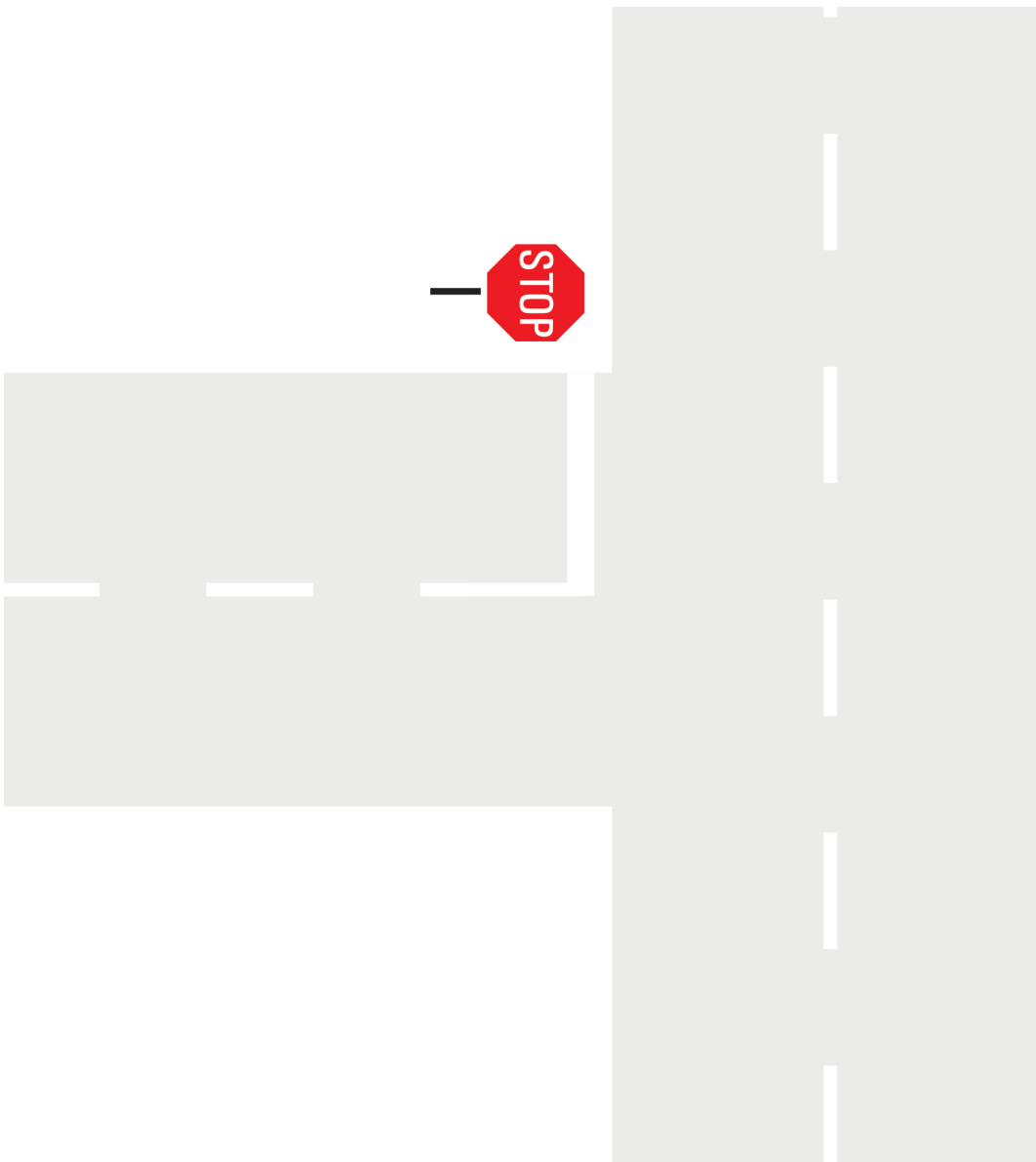
Intersections worksheet: T-Intersections

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Draw the path of the bike rider entering the T-intersection at the T and:

1. Turning left,
2. Turning right,
3. Turning right from the top of the T.



Intersections worksheet: Turning right at crossroads

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Draw the 3 options for the bike rider entering the intersection and turning right.

