LESSON PLAN

Unit 2: Getting ready to ride on paths

Lesson 4: Group riding

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 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

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. 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 study, 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).

Safety

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

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 star 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.

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?

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.

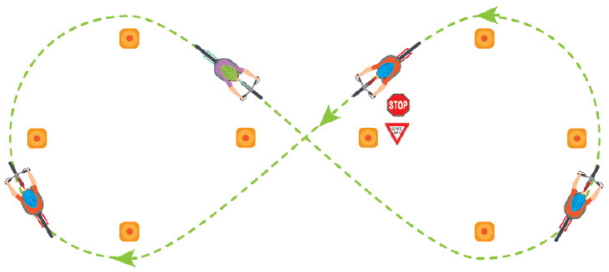
Modifications

- 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.

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.

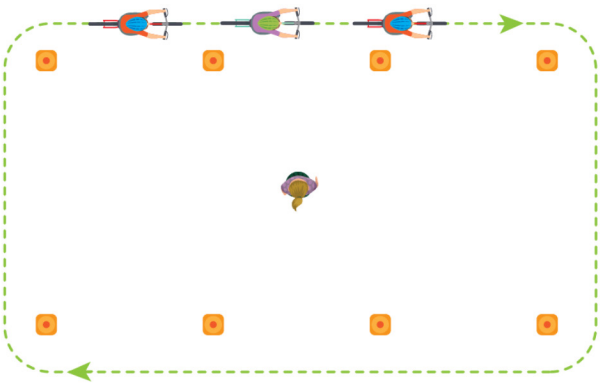
Modifications

- 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.

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.

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.

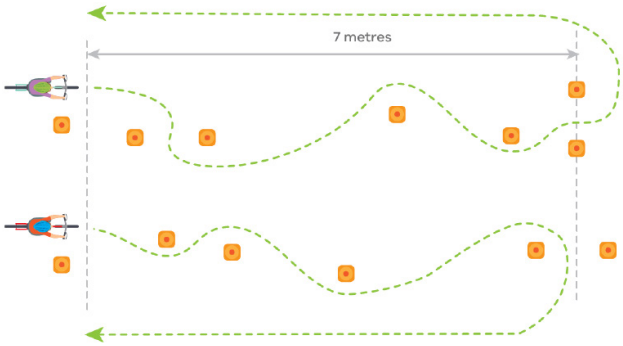
Modifications

- 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?