

## 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](mailto: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](mailto: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 &amp; 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?



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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



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### Unit 2 Lesson 5: Road rules and hazards

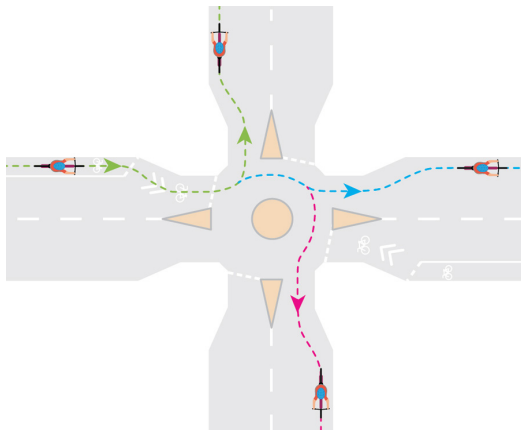


#### Activities & Differentiation

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.

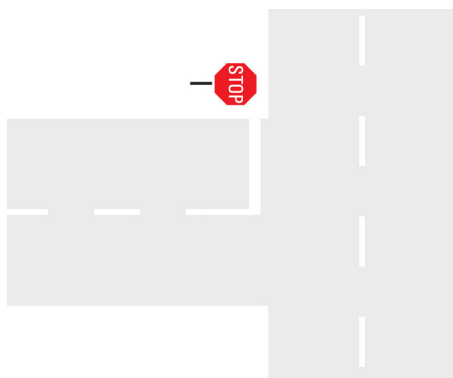
##### 1. Roundabouts

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.

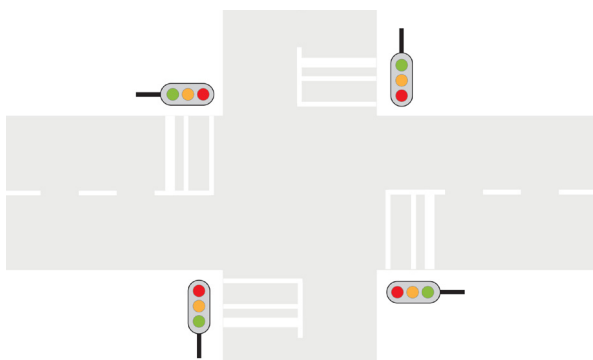
##### Turning right at an intersection

- 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.



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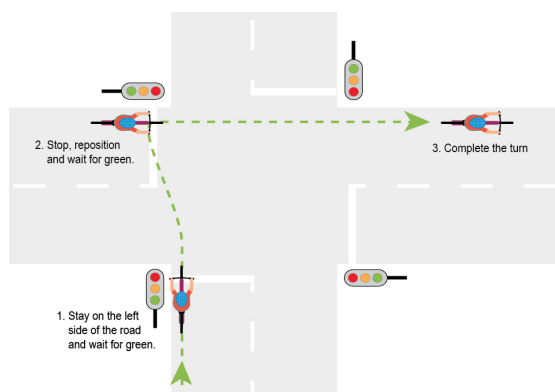
#### Hook turns

- 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.)

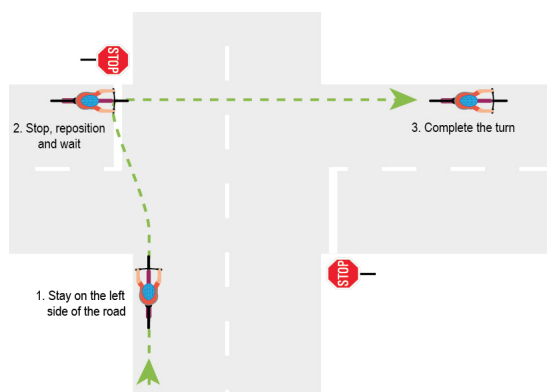
#### 4. Hook Turns

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.

