

Lesson 7: Group ride 1.

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 7 and 8 (age range 12-15 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 nine lessons for Unit 4 – Riding independently.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to safely participate in a group ride in the community (low traffic environment).



SUCCESS CRITERIA

- Follow instructions, road rules and work as a group during the community ride.
- Exhibit bike control skills (safe distancing, safe speed) during the community ride.
- Use hand signals, head checks, scanning and voice commands at all times during the ride.



EQUIPMENT

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





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)**

VC2HG8S02 collect, organise and process information and data from primary and secondary sources, including fieldwork, and using geospatial technologies and digital tools as appropriate.

VC2HG8S03 represent and describe information and data using a range of formats, including maps constructed with geospatial technologies.

(HPE)

VC2HP8M01 refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settings.

VC2HP8M02 design and demonstrate how movement strategies can be manipulated to improve movement outcomes.

VC2HP8M03 demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes.

VC2HP8M04 adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performance.

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

By the end of Level 8, students:

- collect, organise, process and represent information and data from primary and secondary sources using geospatial technologies.

(HPE)

By the end of Level 8, students:

- apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes.



LEVEL 7 – 8 RUBRIC: BIKE ED

| By the end of Level 6 | Progressing towards Level 8 | By the end of Level 8 |
|---|---|--|
| Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety. | Students can undertake some of the basics of bike maintenance: <ul style="list-style-type: none"> · change a flat tyre · check tyre pressure · adjust seat height to fit individual · clean and oil the chain · fix a punctured tube | Students can undertake all of the basics of bike maintenance: <ul style="list-style-type: none"> · change a flat tyre · check tyre pressure · adjust seat height to fit individual · clean and oil the chain · fix a punctured tube |
| Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands). | Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands) and are beginning to take the lead or serve as role models for others. | Students demonstrate and can lead successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands). |

Continued overleaf.



LEVEL 7 – 8 RUBRIC: BIKE ED (Continued)

| By the end of Level 6 | Progressing towards Level 8 | By the end of Level 8 |
|---|--|---|
| Students obey all road safety rules whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs). | Students obey all road safety rules whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs) and are beginning to take the lead or serve as role models for others. | Students lead others in adherence to all road safety rules, instructions and norms whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs). |
| Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths). | Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths) and serve as role models for others. | Students lead others in obeying all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths). |
| Students can identify and mitigate hazards in a community setting with assistance. Students can plan a safe travel route using a range of technologies and information (with teacher oversight) | Students can plan a safe travel route using various geospatial technologies and information (with teacher oversight) based on current conditions, hazards and the environment. | Students can plan several safe travel routes alternatives using various geospatial technologies and information (with teacher oversight), choosing the best and safest route based on current conditions, hazards and the environment. |



THIS LESSON INCLUDES A SHORT RIDE OUTSIDE OF THE SCHOOL GROUNDS

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

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

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

The out-of-school group ride helps students develop confident, independent bike riders, ultimately encouraging the use of a bicycles for active transport, promoting physical activity and reducing car use. As the end-point of a program, the group ride provides a realistic and relevant goal and reward for students,



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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.

Tuning in activity. Brainstorming group riding.

Approx. 5 minutes

Activities & Differentiation

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

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

Each group shares one response with the class.

Teaching Points

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

Safety Checks.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), helmet fit guide, and ABCD check guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Dropping the bike should only be from a very small height (approx.5-10cm).
- Ensure bike seats are at the appropriate height for the student.

Activities & Differentiation

Helmet & clothing check

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.

Teaching Points

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

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

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



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- 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:

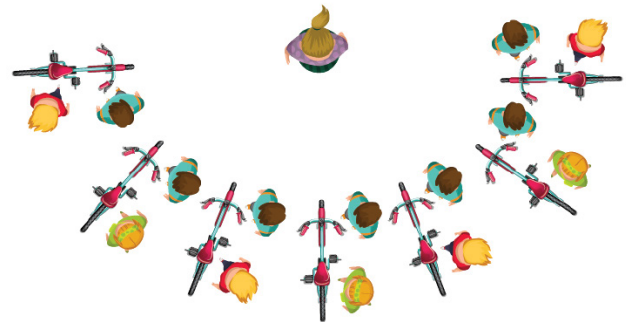
- Is there air in the tyres? Squeeze the tyre walls.
- Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- Does the chain move smoothly? Inspect the chain and move the pedals.
- Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).
-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

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. 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

Safety

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

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.



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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

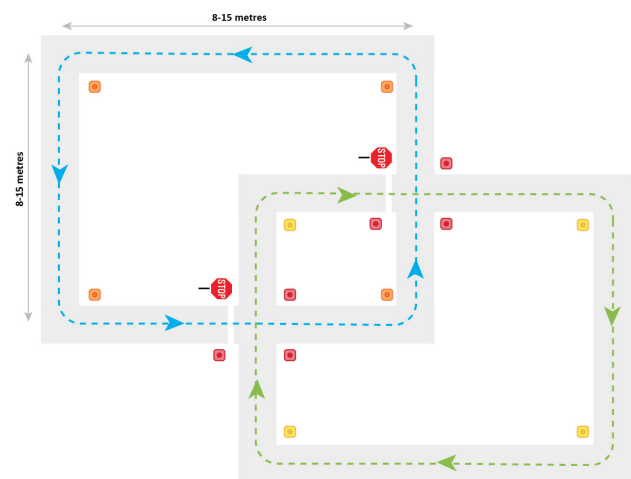
- Encourage students to practice signalling and voice calls of “slowing” and “stopping” while riding around the course.
- More confident students can choose to turn left (ensure they are signalling their intentions) at the intersections to swap to the other rectangle.

- 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 Setup



Activity 2. Group ride.

Approx. 20 minutes

Resource Requirements

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

Safety

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

Activities & Differentiation

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

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

Teaching Points

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



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Explanation of the rules for the class ride:

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

Call for questions:

Thumbs up/down/sideways for understanding.

Group ride:

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

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

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

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

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

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

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

Key Questions

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

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

Bring students together to debrief on the ride.

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

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

- What are you better at now than you were at the start of the program?
- What do you want to get better at?

Key Questions

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

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



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- What were the most interesting things that you found during the community ride?
- What would you do differently in the next ride?

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

