

## Lesson 6: Intersections

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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](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 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

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. 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.



## LESSON PLAN

### Unit 2 Lesson 6: Intersections



#### 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](mailto: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. 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.

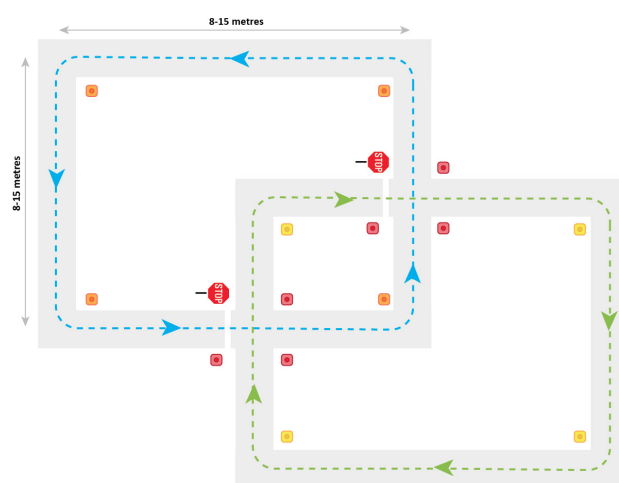
### Progressions

- 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

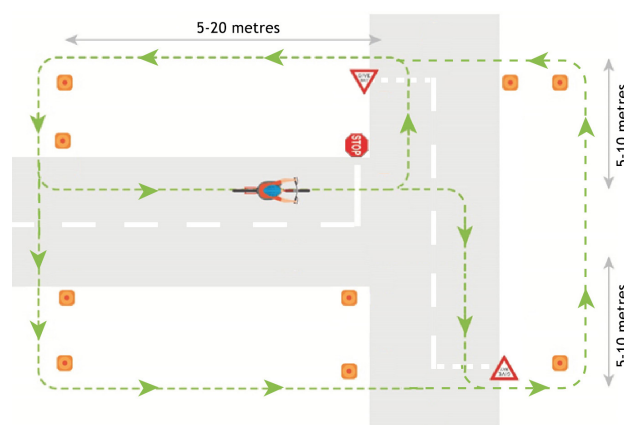
- Must be completed at low speed.
- Students must maintain at least two bike lengths distance to other bike riders.

##### 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.

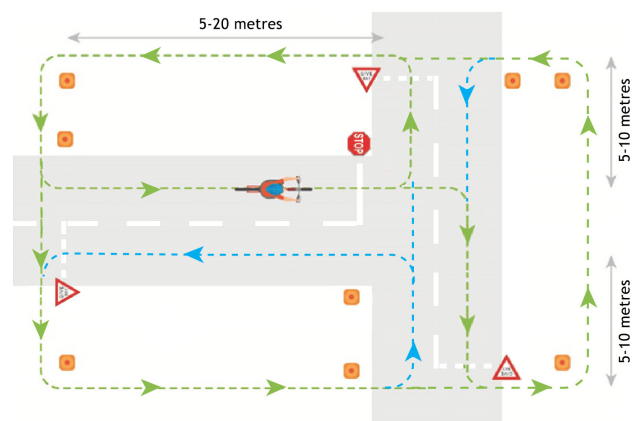
- Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.

#### 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.

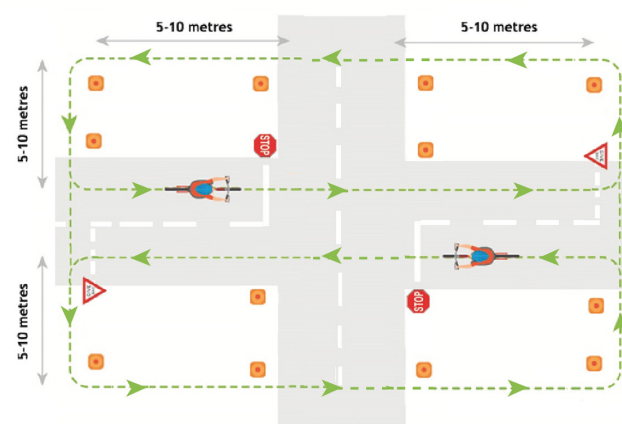
- Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.

#### Key Questions

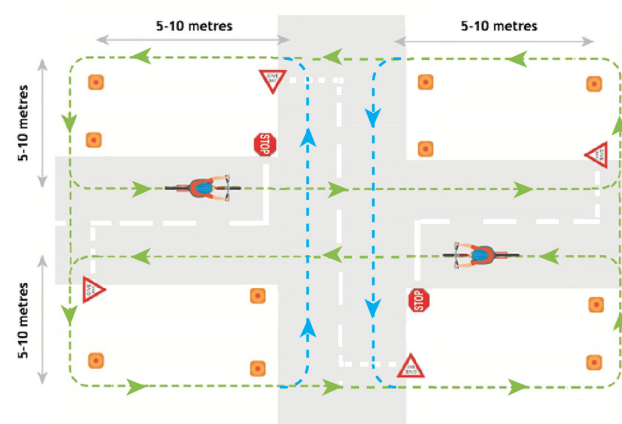
Who goes first?

- 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!'

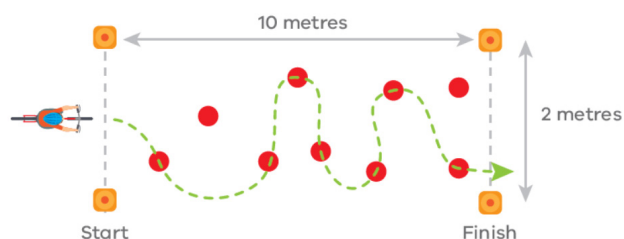
Each student will count the number of 'Hits' that they achieve during the time period.

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.

