



UNIT OVERVIEW

Unit 2: Getting ready to ride on paths

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

The unit is designed to be delivered in ten lessons, each having a suggested duration of 45 minutes, with the final lesson including a group ride outside of the school grounds. Suggested total unit teaching time is 7.5 hours.



APPROACH TO USING THE LESSON PLANS

The lessons should be delivered in order, as content builds upon previously gained skills and knowledge. The lessons can be scheduled in a flexible way that suits your school. For example, you could conduct one lesson per week, over the course of a term or in a more concentrated schedule over a week or two, culminating in a final community ride. Bike Ed has been designed to be flexibly incorporated into your school calendar. For example, if you choose to do more than one lesson in a row you could skip the helmet and bike check for the second lesson.



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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.



THIS UNIT 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.



Unit 2: Getting ready to ride on paths



1 Lesson 1: Getting ready to ride on paths

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Brainstorming and introduction. What do we know about bikes? What do we remember about Bike Ed? Overview of the things learned last time and of the Bike Ed program

Activity 1. Bike Ed revision. This includes the benefits of cycling video. Think/Pair/Share and worksheets for safety and bike parts.

Activity 2. Safety. Putting on helmets correctly. Safe clothing and safe attitudes. Follow the teacher. Work with a partner to check. Two finger method for helmets.

Activity 3. Brakes. Braking demonstration.

Optional. Quicksand game. Practicing bike handling skills.

Reflection & closure. What do we need to do before we start riding? Safety checks. Thumbs up/down/sideways: Are you excited to be doing the Bike Ed program?

2 Lesson 2: Review of bike and skills

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Keys to riding safely. Students think/pair/share keys to safe riding, including safety checks before getting on the bike, and ways to stay safe while riding. Share some of them with the class.

Safety checks. Helmet & clothing check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Gliding and braking revision. Regaining confidence being on the bike. Push race (without pedaling).

Activity 2. Starting on the bike. Instruction on power pedal. Students practice single pedal gliding in lanes. Then two and three pedal glides.

Activity 3. Straight line riding in lanes. An extension of the gliding activity, learning to control the bike in a straight line while moving.

Optional. Tightrope riding. Applying the skill of riding in a straight line.

Optional. Traffic lights. Starting and stopping on teacher's instructions.

Reflection & closure. Reflection on power pedal and braking skills.

Thumbs up/down/sideways: Are you confident starting and stopping a bike?



3 Lesson 3: Bike skills

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Brainstorming key bike skills. Students reflect on the riding activities they have completed in lessons 1 & 2, and think/pair/share the key bike skills they did well and those they need to work on. Share some of them with the class.

Safety checks. Helmet & clothing check. Safe attitude check (Try your best, have fun, respect others).

Activity 1. ABCD bike check. Work in groups around the bike to check the safety of the bike.

Activity 2. Tortoise game: slow ride. Controlling the bike while riding slowly.

Activity 3. Turning. Explanation whilst walking the bike through a slalom course. Then slalom turning in lanes.

Activity 4. Bean Bag Drop. Developing skill of riding one-handed.

Optional. Hot Spot game. Practicing bike handling skills.

Reflection & closure. Reflection on making turns on a bike and riding one-handed. Thumbs up/down/sideways: Are you confident making turns on your bike?

4 Lesson 4: Group riding

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Communication. Students think/pair/share different ways to communicate with other path and road users. Share some of them with the class.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Gears. Explanation, and gear practice in straight line riding.

Activity 2. Figure 8 riding. Introduce and practice giving way to the right.

Activity 3. Group riding skills. Explain spacing and walk through first. Then follow the leader. Stopping intermittently to teach head checks, communication and signaling.

Optional. Hot Spot game. Practicing bike handling skills.

Reflection & closure. All students to demonstrate that they know the different hand signals. Thumbs up/down/sideways: Are you confident riding in a group, which includes doing signals?



5 Lesson 5: Road rules and hazards

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Road rules discussion. Fundamental road rules and special road rules for bicycles.

Activity 1. Road rules worksheet. Worksheet on signs and basic road rules.

Activity 2. Hazard videos. Video of hazards from the bike rider's point of view. Students identify hazards from a real-life ride on shared paths

Activity 3. Hazards on paths worksheet. Worksheet on identifying hazards. In these scenes, what are the potential hazards, and how might they become dangerous? Draw in and describe other hazards that you might see on a blank path scene.

Activity 4. Intersection theory. Explanations and discussions about how to navigate various intersections, road rules and safety.

Reflection & closure. 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?

6 Lesson 6: Intersections

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).
- * Continued overleaf.*

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Sharing the road. Students revise basic road rules, and think/pair/share what they remember from last lesson.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Venn Ride-agram. Introduces giving way to the right.

Activity 2. Road rule revision. Stop signs, Give-way signs and giving way to others.

Activity 3. T-intersections. Walk through a setup intersection, explaining where to stop and where to give way to. Students will walk or ride slowly through this intersection, giving way where required.

Activity 4. Cross-intersections. Walk through a setup intersection, explaining where to stop and where to give way to. Students will walk or ride slowly through this intersection, giving way where required.

Activity 5. Hit the Spot game. Practicing bike handling skills.

Optional. Hot Spot game. Practicing bike handling skills.

Reflection & closure. Discussion about experiences riding the intersection activities. Thumbs up/down/sideways: How well do you understand the requirements at each intersection type we covered today?



- 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.

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Lesson 7: Intersection and riding practice

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).

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Local intersections and roads. Students think of a local intersection which they feel would be challenging on a bike and locate it on Google Maps, and share findings with the class.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Follow the leader game: snake riding. Gap negotiation and riding with others.

Activity 2. Intersection course. Practice on the intersection practice course. Course will include a both T and cross intersections. Students can ride freely within the course, negotiating the intersections as they arrive at them.

Activity 3. Unsigned intersection. Walk through a setup intersection, explaining where to stop and who gives way. Students will walk or ride slowly through this intersection, giving way where required.

Optional. Follow the leader game: traffic lights. Practice skills of riding around others, and communication.

Reflection & closure. Discuss movement through different types of intersections, including who has right of way. Thumbs up/down/sideways: Do you feel confident riding in an intersection?



8 Lesson 8: Group skills and games

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).

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Brainstorming key bike skills. Students recall the skills they have learned so far, and think/pair/share the key bike skills they feel most confident with, and those they need to work on. Share some of them with the class.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Follow the leader game: traffic lights. Single file riding in a group, including signals and voice calls.

Activity 2. Venn Ride-agram. Revisits “give way to the right” rules, and begins to incorporate group riding skills of communication and signalling.

Activity 3. Move On Over. Learning to merge from bike lane into traffic lane using “scan, signal, scan”. Picking safe gaps, decision making.

Activity 4. Intersection Course. Practice riding independently on the intersection practice course, include both T and cross intersections.

Optional. Tortoise game. Practice bike control while riding slowly.

Reflection & closure. Discuss which games and activities students found most challenging or easy. Thumbs up/down/sideways: Do you feel confident riding around others?

9 Lesson 9: Route planning and hazards

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Outline group ride & anticipated hazards. Explain the class ride occurring next class. Class brainstorming the important things we need to remember when riding the bike outside class.

Activity 1. Virtual ride through. Take a ‘virtual ride’ of the community ride route on Google Street View by following the map. Print out a map of the local area with students identifying potential hazards.

Activity 2. Hazard videos. Revision from lesson 5. Video from rider point of view. Note potential hazards. Follow up with the video which shows the same scene with potential hazards to scan.

Activity 3. Hazards worksheet. Scanning for potential hazards and identifying hazards.

Optional. Follow the leader. Practice for the class ride next lesson.

Reflection & closure. Discussion about hazards that might be encountered on the ride next week. Thumbs up/down/sideways: Are you confident negotiating the hazards we will be seeing on the class ride?



10 Lesson 10: Group ride

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Brainstorming group riding. Students think/pair/share the key elements to riding safely in a group. Share some of them with the class.

Safety checks. Helmet & clothing check. ABCD check.

Activity 1. Venn Ride-agram. Riding in 2 groups that intersect. Revision on giving way to the right and riding around others.

Activity 2. Pre-ride briefing. Getting ready to ride outside the school grounds.

Activity 3. Group ride. Outside school grounds.

Activity 4. Ride Debrief. What did you learn from the ride? What was different/the same as what you expected?

Reflection & closure. Present certificates of achievement. Student reflection on challenges they have overcome, what they are most proud of, and whether they feel they have become a better bike rider. Thumbs up/down/sideways for their overall effort and achievements in Bike Ed Unit 2.

