

Lesson 7: Intersection and riding practice

.....

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 seventh of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.

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).

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.

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. Local intersections and roads.

Approx. 5 minutes

Resource Requirements

Laptops/tablets, at least one per group.

Safety

N/A

Activities & Differentiation

Students think of a local intersection that they are familiar with, which they feel would be challenging on a bike, and locate it on Google Maps.
Each group shares their chosen intersection with the class and explains why they think it would be challenging to ride on a bike, and any strategies they might use to ride through the area safely.

Teaching Points

If students can't think of an intersection, or if there aren't many available in the area, consider other challenging areas to ride such as narrow roads, rail crossings, where a bike lane ends or commonly has cars parked in it, roads with pot-holes at the edges, shopping strips, etc.
Encourage students to also think about how car drivers navigate intersections and how it might be different on a bike.



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



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.*

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 7: Intersection and riding practice



Activity 1. Follow the leader game: snake riding.

Approx. 5 minutes

Resource Requirements

Bikes and helmets.

Safety

- Students must maintain at least two bike lengths distance to other bike riders.
- As rider movements will be in conflict with each other, this must be done at low speed.

Activities & Differentiation

All riders to ride around in a single file without cones. The open area should be at least the size of a basketball court.

The leader can make the riders ride in any direction and the snake must follow.

The leader may double back through the snake.

- The riders will need to negotiate their way past, at low speed, to ensure that all riders can move forward.
- Riders should revert to the “give way to the right” rule of an unsigned intersection.

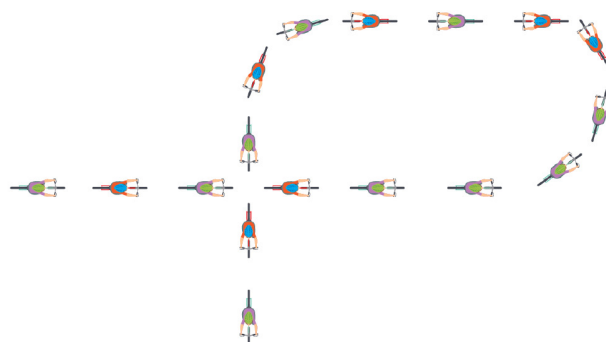
Modifications

- If there are students who are nervous about riding in single file with the rest of the group, encourage them to leave more distance behind the rider in front, and also have less confident students at the back of the line so that they don't feel intimidated by confident students riding behind them.
- 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 separate group for the more nervous or balance bike riders so that they can still practice riding in a line, without feeling intimidated being in the main group with more confident riders. Encourage these riders to take turns leading so they can set the pace, and also gain confidence in their bike skills.

Progressions

- Advanced riders can be selected as leaders of the group. This should be changed often. Set a speed limit for this group to ensure the advanced rider does not leave their group behind or cause dangerous riding by those trying to follow.
- Include hand signals and voice calls that need to be passed back along the snake – such as hand signals for turning, and calls for “slowing”, “stopping”, or pointing out obstacles.

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 snake?

- Safe attitude.
- Low speed.
- Pass through predictably (one in front, one behind).



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



Activity 2. Intersection course.

Approx. 15 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

Set up the practice intersection course. This is the same course setup as Lesson 6, Cross Intersections activity. Sit students down and briefly revise the road rules:

Walk through the intersection course without bikes, demonstrating how to behave at the T-intersections and the cross-intersections, as per the previous class.

Intersection course

- Set up course as per the diagram.
- 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 (from the 2 arms shown only) when they feel ready. Once they have negotiated the intersection, they must give way before re-entering the outer circuit.
- Students may turn left or right at the intersection only (not straight over), as shown in the diagram. Students should practice indicating before turning (and when re-entering the outer circuit).

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.

Progressions

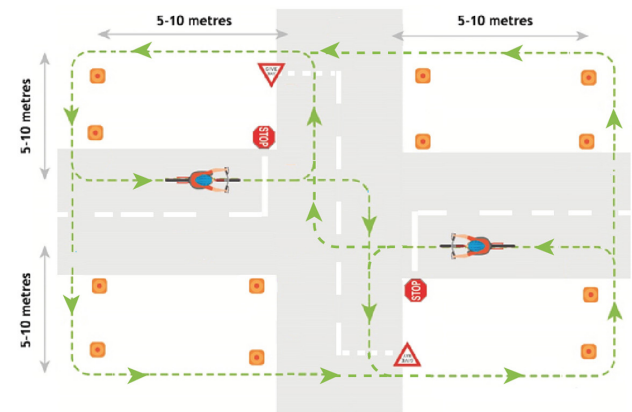
- Once students are comfortable making the movements, allow students to enter the intersection from the other 2 arms (blue lines) as through-traffic, so that riders must pick safe gaps in the traffic. The traffic may be bike riders, or students without bikes may be pedestrian traffic. Initially, those on

Safety

- Students must maintain at least two bike lengths distance to other bike riders.
- Non-riders/helpers are to stay off the riding areas.
- Limit riding to a safe speed.

Activity Setup

Lanes should be at least 3m wide and up to 30 metres in length (depending on space constraints).



Teaching Points

This is revision from the previous class. The most important parts for this lesson are that students know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection. This is a good activity to repeat when time is available. It provides opportunities for riders to make decisions and perform variety of skills in different situations, as they would on roads and paths.

Using the intersection:

- Students will give way to the right at the intersection.
- Signal prior to making a turn so that others know your intentions.

Key Questions

- Who has right of way at the middle intersection/side intersections?
- What will we need to do as we approach each intersection to ride safely?
- How do we negotiate the intersections safely?



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice

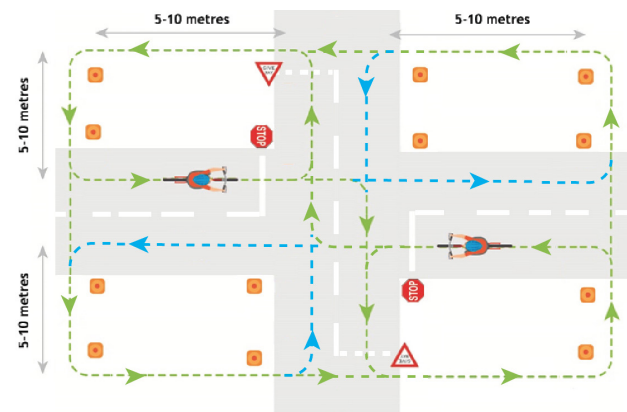


the through-road are not allowed to turn at the intersection and may continue straight only (as shown by the blue lines).

- As students become more confident, as an extension activity they may be allowed to choose to turn left or right from the through-road at the intersection as well. This will get quite complicated, so ensure all students are ready for this progression.
- The internal intersection can be modified to other types.
- Other hazards and skill stations may be placed on the external circuit, such as performing head checks/one handed riding etc.

- Prepare in advance.
- Obey the road rules.
- Look left and right before moving through.
- If you are in doubt about what to do, what should you do?
- What tips do other riders have to help people negotiate intersections?

Progression Activity Setup



Activity 3. Unsigned Intersection.

Approx. 10 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

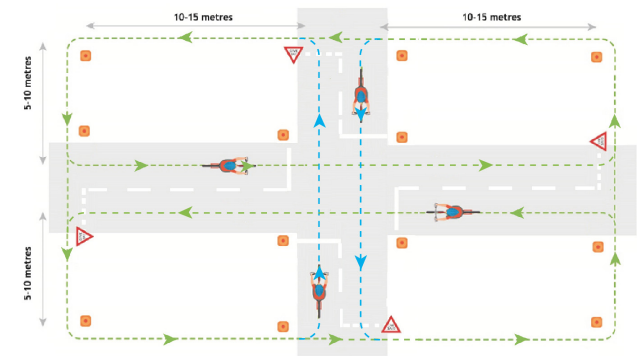
This is the same course setup as the previous Cross Intersections activity, but without signs in the middle. This activity will involve students riding their bicycles through an unsigned intersection.

- Explain that, at roundabouts or intersections without signs, we give way to the rider (or vehicle) on your right. Demonstrate this with volunteers.
- Have the students walk their bikes through the course slowly, showing them how to give way as they do so. The riders will follow a similar route as the Cross Intersections course, where they can ride around the outside until comfortable coming into the intersection,

Safety

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

Activity Setup



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



and then may ride across the intersection after stopping to give way.

- Firstly, have students only follow the green path – with no cross traffic. Once they are comfortable, add in the blue path, which creates cross traffic.
- The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.

Modifications

- You may add non-riders with 'stop signs' (like a school crossing supervisor) at points around the outside of the circuit.
- May wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- 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.

Progressions

- As students become more confident, as an extension activity 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.

Teaching Points

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?

- If there are no signs, you must give way to the rider coming from your right.

Optional. Follow the leader game - traffic lights.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student) and cones.

Activities & Differentiation

Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file.

Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All

Safety

- Students must maintain at least two bike lengths distance to other bike riders.

Teaching Points

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Communication is important, so ensure riders are calling out clearly.



LESSON PLAN

Unit 2 Lesson 7: Intersection and riding practice



students call out “slowing!”

- ‘Green’ means that all riders must start riding at normal speed again. All students call out “riding!”
- Students without foot-brakes should practice resetting their starting pedal to “power position” as quickly as possible after stopping and before ‘Green’ is called.

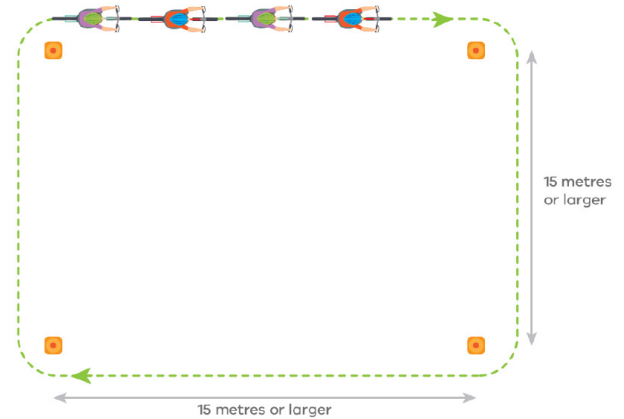
Modifications

- You may begin the activity by having students walk the bike around, before progressing to riding.
- If there are students very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course.

Progressions

- Other instructions can be called whilst the riders have stopped, for example ‘Turn Around’, ‘Tap your helmet’ or ‘Clap five times’.
- Turning the riders around regularly will give them practice turning the other way.

Activity Setup



Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don’t feel safe.

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

Question the students about their movement through intersections.

- Provide examples and ask the students to say who has priority and what they should do at the intersection.

Thumbs up/down/sideways: Do you feel confident riding in an intersection?

Key Questions

What do we do at an unsigned intersection?

- Give way to the bike rider or car on your right.

