

## Lesson 9: Long group ride (90 minutes)

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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 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 ninth and final lesson for Unit 4 – Riding independently.  
Suggested lesson duration: 90 minutes.



#### LEARNING INTENTIONS

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



#### SUCCESS CRITERIA

- Follows instructions and works as a group during the community ride.
- Exhibits bike control skills (safe distancing, safe speed) during the community ride.
- Adheres to road rules during the community ride.
- Uses hand signals, head checks, scanning and voice commands at all times during the ride.
- Reflect on their own safe experiences and learning from Bike Ed.



#### EQUIPMENT

Bicycles (one per student), helmets, high visibility vests, whistle, water bottles, first aid kit, mobile phone, completed permission slips and risk assessment.



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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](mailto: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"><li>· change a flat tyre</li><li>· check tyre pressure</li><li>· adjust seat height to fit individual</li><li>· clean and oil the chain</li><li>· fix a punctured tube</li></ul>	Students can undertake all of the basics of bike maintenance: <ul style="list-style-type: none"><li>· change a flat tyre</li><li>· check tyre pressure</li><li>· adjust seat height to fit individual</li><li>· clean and oil the chain</li><li>· fix a punctured tube</li></ul>
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.*



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#### 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 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



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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](mailto:bikeed@transport.vic.gov.au).

#### Tuning in activity. Brainstorming hazards.

Approx. 5 minutes

##### Activities & Differentiation

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

- What hazards are you expecting to see on the road ride today, and how might you deal with them?
- What other road users might you need to interact with?
- What are you most looking forward to about the ride?

Each group shares one response with the class.

##### Teaching Points

Ensure students are tuning in to hazards they may encounter on the road ride today.

#### 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

##### 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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*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:

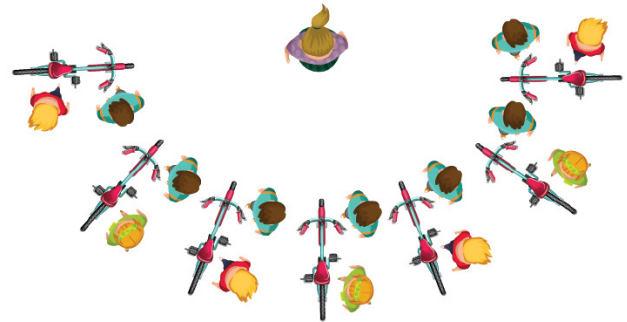
- A. Is there air in the tyres? Squeeze the tyre walls.
- B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- C. Does the chain move smoothly? Inspect the chain and move the pedals.
- D. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the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

#### 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. Move on over.

Approx. 5 minutes

#### Resource Requirements

Cones. Chalk can be used to create line markings, and draw directional arrows on the ground. This setup works extremely well using the side-lines of a tennis court as the "bike lanes".

#### Activities & Differentiation

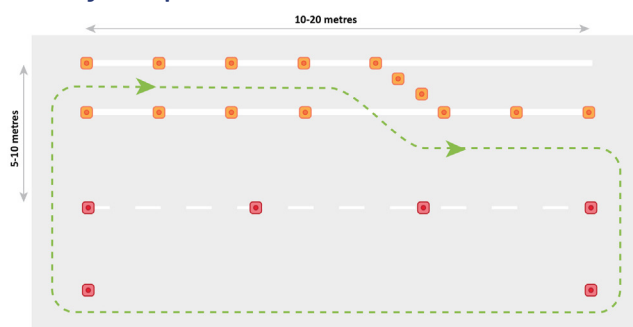
This activity will involve students riding in a simulated bike lane that ends (due to a parked car) and must then merge into the "traffic lane" and ride 1 metre out from the edge of the lane.

- Remind students about the skill of scanning behind (head-checks), and signalling. Introduce the concept of indicating to show that you are changing lanes. Explain when you would have to do this.
- You may wish to first have the students walk (with or without) their bikes through the course slowly. Explain the scan, signal, scan process and when each step should occur.

#### Safety

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

#### Activity Setup



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#### Modifications

- You may wish to have this activity occurring on only one side of a rectangle (not both as in the second progression diagram), and a different (less complex) activity such as slalom, along the opposite edge of the rectangle; so that the teacher can closely observe for safe merging and provide feedback.
- If students are not confident taking a hand off to signal, they can use their voice to say “merging” instead.
- If students are not confident to scan behind without swerving out of the lane, they can practice just looking sideways to start with, and build up to checking behind.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).

#### Progressions

- As students become competent at the task, some students will be instructed to take the traffic lane from the start (diagram overleaf; following the blue line and arrows), and they then become traffic that the bike lane traffic must give way to / merge into.
- Initially, the traffic lane riders should ride slowly enough to allow a gap for the merging rider to merge in front of them. As skills progress, traffic lane riders can choose to speed up so that the bike lane cannot merge in front of them and must slow or stop to give way; or may choose to slow down to make merging possible; simulating real-life situations in traffic.
- For this progression, the confident riders should begin the green path (bike lane) only when they are ready, with less confident riders taking the blue path (traffic lane) until they are confident to take the bike lane.
- As students get more familiar with this activity, they could choose which lane they take (bike lane or traffic lane) by signalling their intentions.
- A teacher or non-riding student can stand in the area where the “parked car” is in the bike lane and have their arm out as if it is an opened door, reminding students that they need to be one metre out to avoid getting “doored”. The student or teacher in the parked car could hold a pool noodle out as the “door” instead of holding their arm out. Note: this should be a distance indicator only, and should not be allowed to make contact with the student on the bike.

#### 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.

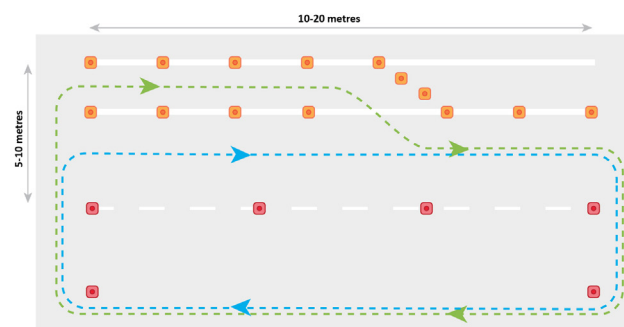
#### Key Questions

How do you avoid collisions when merging into a traffic lane?

- Safe attitude.
- Low speed.
- Understanding the road rules for merging.
- Scan, signal, scan.
- Communication (signalling).
- Being prepared to slow and stop if there is not space to merge.

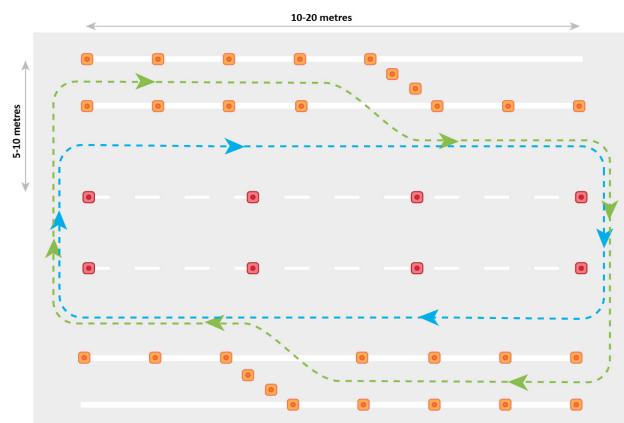
#### Progression Activity Setup

Adding a “traffic lane” of riders.



#### Alternate Setup

Using both sides of a circuit so students get two opportunities to practice.





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#### Activity 2. Pre-ride briefing

Approx. 5 minutes

##### 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.

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.

##### Teaching Points

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.

##### Key Questions

- What do I expect to see when I'm doing the ride?
  - Roundabouts, parked cars, traffic, hazards, etc.?

Call for questions.

- Thumbs up/down/sideways for understanding.

#### Activity 3. Group ride.

Approx. 30-60 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

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.

##### Teaching Points

This is a longer ride to provide students the ability to undertake bike riding in a supervised environment, which will help provide them with the confidence to undertake more independent riding in the future.

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.

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.



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- 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.

#### Key Questions

- What things am I doing to stay safe on the road?

### Activity 4. Post-ride Debrief.

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 were the most interesting things that you encountered during the community ride?
- If you were going to do the ride again, what would you do differently?

Thumbs up/down/sideways on their experience doing the community ride.

#### 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?

### Reflection & Closure.

Approx. 5 minutes

#### Resource Requirements

Certificates for each student.

#### Safety

N/A

#### Activities & Differentiation

Hand out the certificates to the students.

The aim of the certificate is to provide students with a memento of their participation in bike riding classes and an opportunity to reflect on their achievements.

Encourage students to reflect on their effort, participation in activities, personal challenges they have overcome, improvements in bike riding proficiency, or any specific goals they have met throughout the program.

Every student should receive a certificate of achievement to encourage their ongoing bike riding participation and improvement.

Thumbs up/down/sideways for their overall effort and achievements in Bike Ed Unit 4.

#### Key Questions

Encourage students to reflect on their effort and participation in activities.

- Were there any personal challenges that you have needed to overcome?
- What are you most proud of?
- Do you feel like you're a better bike rider now than you were at the start of the program?

