

Lesson 8: Group skills and games

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

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).

EQUIPMENT

Bikes, helmets, cones, stop and give way signs.
Optional: 1-2 pool noodles.



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. Brainstorming key bike skills.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students recall the skills they have learned so far, and brainstorm responses to the following questions:

- What key skills are you most confident with?
- What key skills do you need to work on? Why?

Each student shares one response with the class.

Teaching Points

If needed, prompt students to consider some of the skills already covered, such as:

- Balance and control
- Starting (power position)
- Braking / stopping
- Straight line riding
- Slow riding
- Turning
- Tight turns
- One-handed riding (for signalling)
- Using gears
- Understanding road rules
- Navigating intersections



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



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?



Activity 1. 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 students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

As students have experience with this activity already, they should start incorporating hand signals and voice calls to increase the complexity.

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.
- 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.

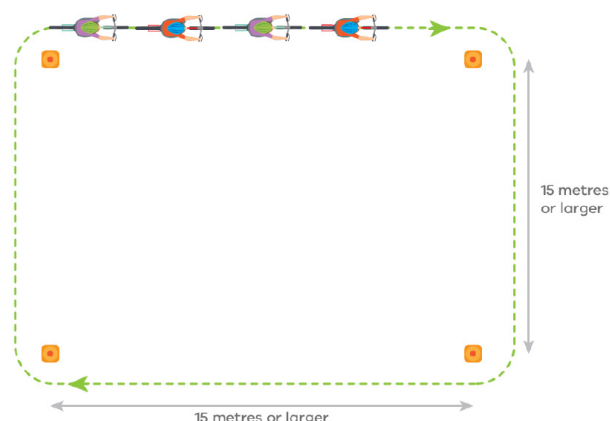
Progressions

- 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.

Safety

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

Activity Setup



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.

Students without foot-brakes should practice resetting their starting pedal to "power position" before 'Green' is called.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

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.

LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Activity 2. 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.

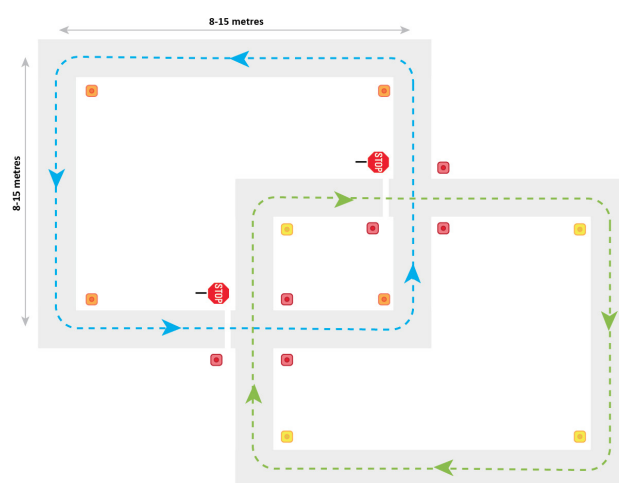
Progressions

- 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 8: Group skills and games



Activity 3. Move on over.

Approx. 15 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.

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).

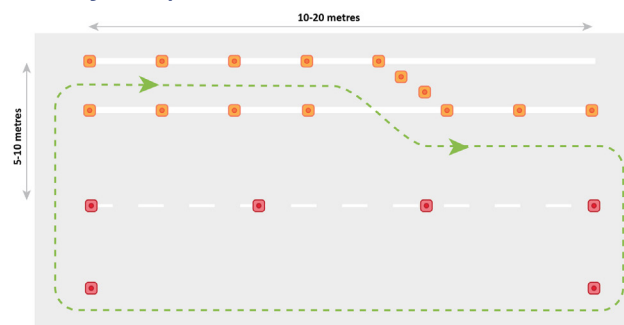
Progressions

- 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

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 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.



LESSON PLAN

Unit 2 Lesson 8: Group skills and games

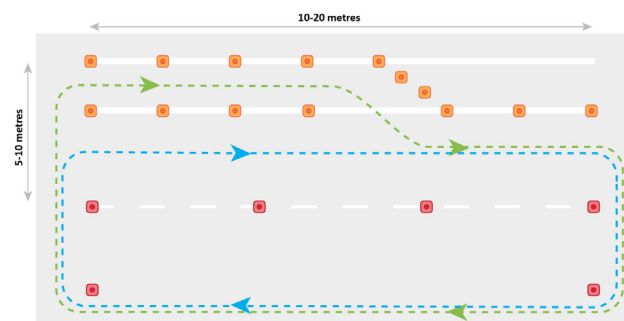


in front of them. As skills progress, traffic lane riders can choose to speed up so that the bike lane cannot merge in front of them and must slow or stop to give way; or may choose to slow down to make merging possible; simulating real-life situations in traffic.

- 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.

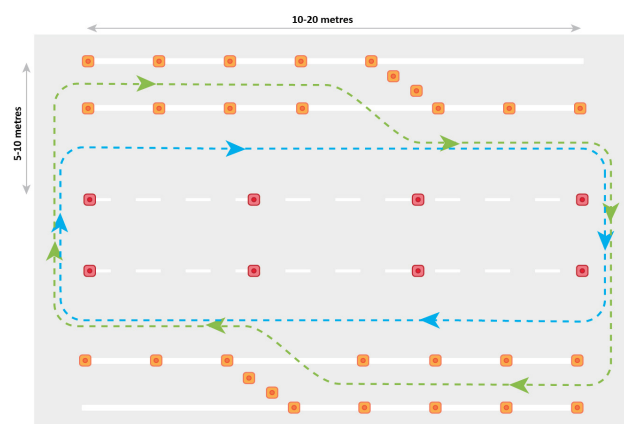
Progression Activity Setup

Adding a “traffic lane” of riders.



Alternate Setup

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



Activity 4. Intersection course.

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

Set up the practice intersection course. This is the same course setup as in Lesson 7.

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.

Teaching Points

This is revision from the previous class.



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



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

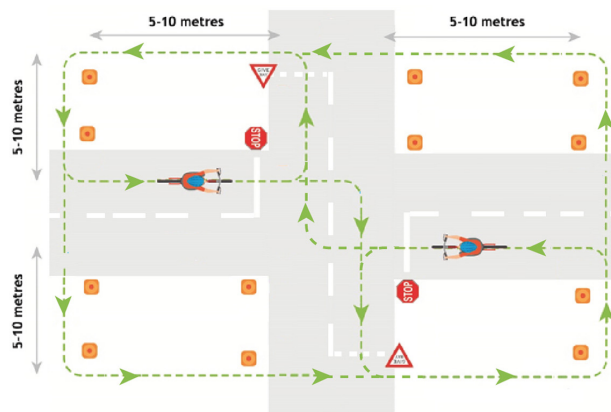
- Less confident or nervous riders can choose to continue riding around the outside of the course (anti-clockwise only), until they feel ready to enter the intersection. They will still learn by observing how other students navigate through the intersection.
- Students who are not yet able to balance 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 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.

Activity Setup

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



Teaching Points

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?
 - 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

Diagram overleaf

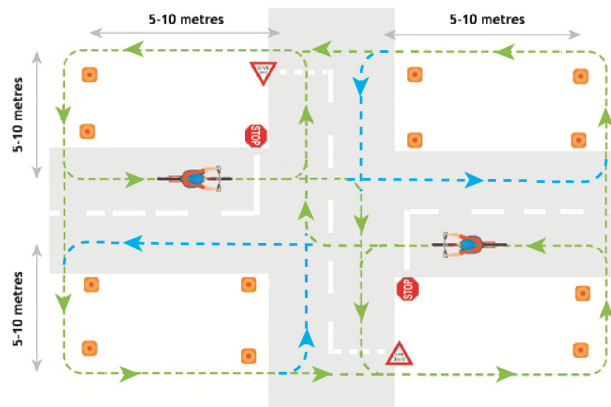


LESSON PLAN

Unit 2 Lesson 8: Group skills and games



Progression Activity Setup



Optional. Tortoise game: Slow ride.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

- Line students up along a line, as per diagram, with the finish line 10-15 metres away.
- Riders attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground.

Modifications

- To ensure everyone gets to participate, if a competition is made out of the activity ensure that everyone gets to participate and compare their improvement rather than just the most skilled.
- Rather than making it a competition against other students, suggest students keep a tally of how many times they touch their foot down, and aim to improve their score on subsequent runs.
- Students who are not yet able to balance and pedal may still participate using a balance bike by pushing off to start and seeing how long they can balance and roll without touching a foot down, and aiming to reduce the number of foot touches per run.

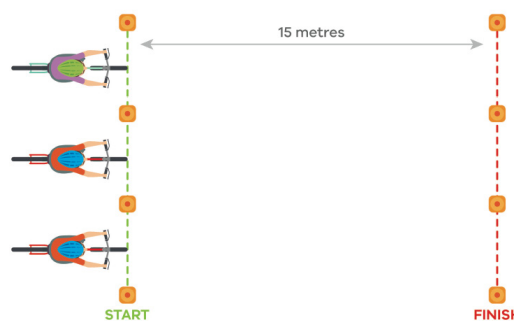
Progressions

- Encourage advanced students to think about their gear selection (if they have gears and understand

Safety

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

Activity Setup



Teaching Points

Tips for improving this skill include maintaining good posture, doing half pedals, looking ahead, and not coming to a complete stop.

Key Questions

- Is it easier to ride slowly or at normal speed?
- What tips do you have for other people to help them do the tortoise race?
- Why do we practice slow riding?



LESSON PLAN

Unit 2 Lesson 8: Group skills and games



- them), and experiment with what gear selection works best for riding slowly with control.
- Advanced riders may also wish to experiment with standing on the pedals vs sitting on the seat, and note how this affects balance.
 - Suggest students hold their pedals level (at 3 and 9 o'clock), with small pedal movements backwards and forwards, to help maintain balance.
 - Challenge students to think about where they are looking.
 - Suggest students use their brakes to control their speed and maintain balance (pedaling into the brakes).

Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

What activities did you find to be the easiest?
Which activity did you find the most challenging? Why was that so?

Thumbs up/down/sideways: Do you feel confident riding around others?

Key Questions

What do we do when we need to merge from a bike lane into a traffic lane?

- Scan, signal, scan.
- Have a safe attitude.
- Understanding the road rules for merging.
- Scan, signal, scan.
- Be prepared to slow and stop if there is not enough space, or is not a safe situation, to complete the merge.

