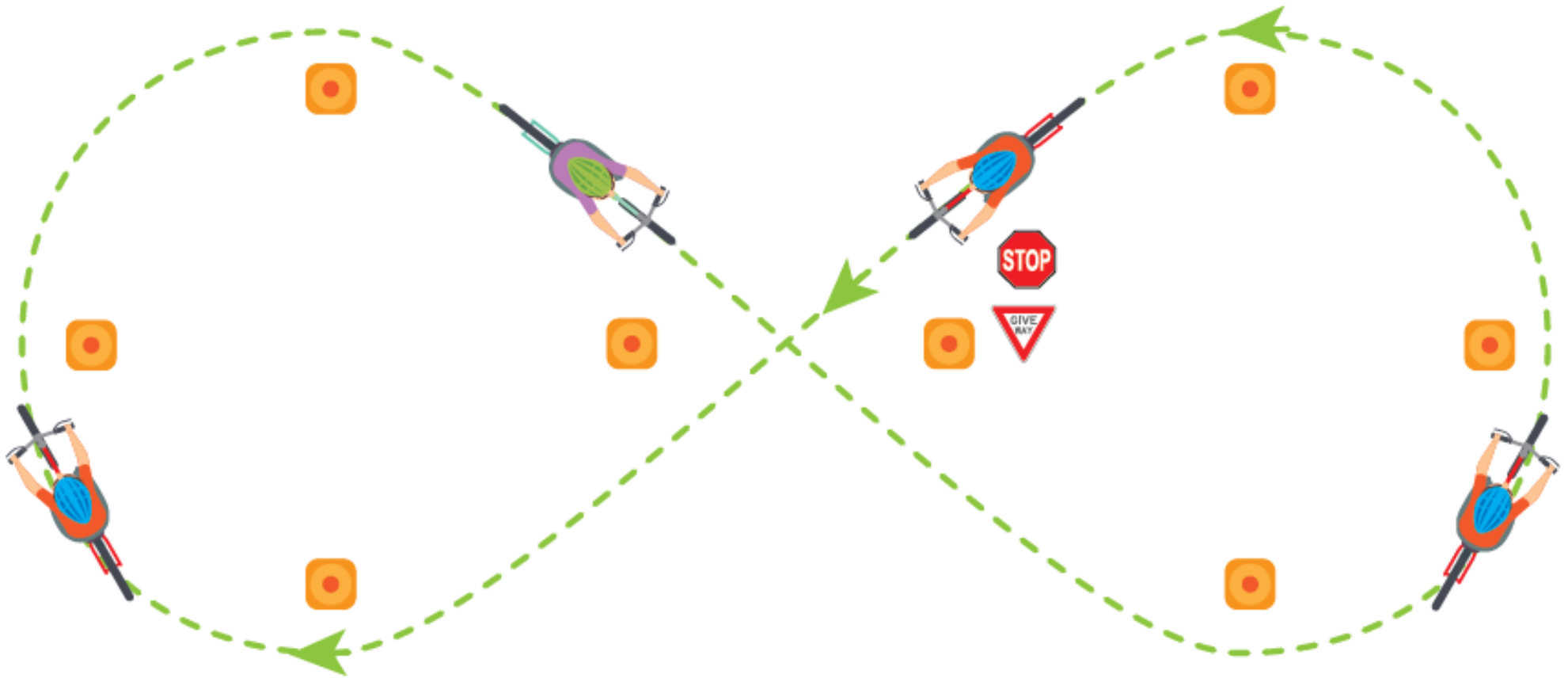


Bike games and activities

Teacher supplement

These games can be used by teachers to replace other games, add to lessons or to help form the basis for new lessons.



Quicksand

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

Key questions

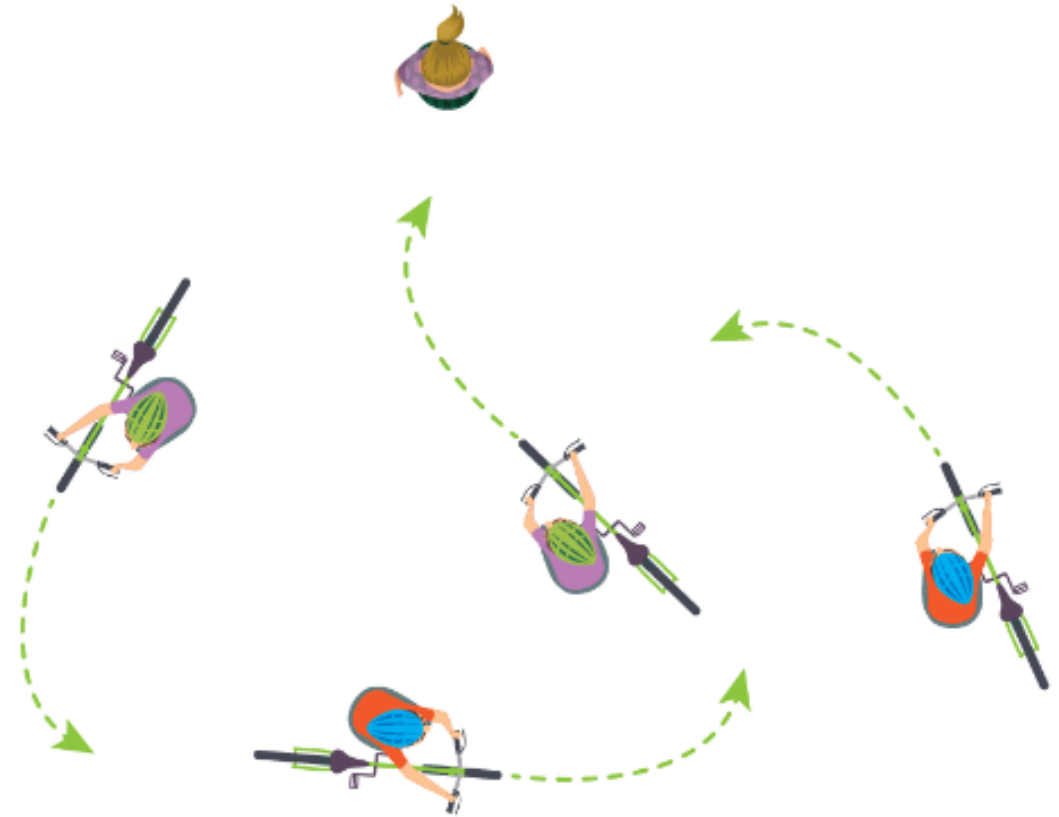
What happens if we grab the bike brake too quickly?

Equipment

Helmets and bikes (at least one between two).

Safety

Ensure that students do not go too quickly and maintain space to other bike riders.



Traffic lights

- Set up lanes as per the diagram.
- Students can walk, glide or ride before returning to the beginning around the outside.
- 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 "going!"

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes.

Progressions

Other instructions can be called whilst the riders have stopped, for example 'Tap your helmet' or 'Clap 5 times'.

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.

Key questions

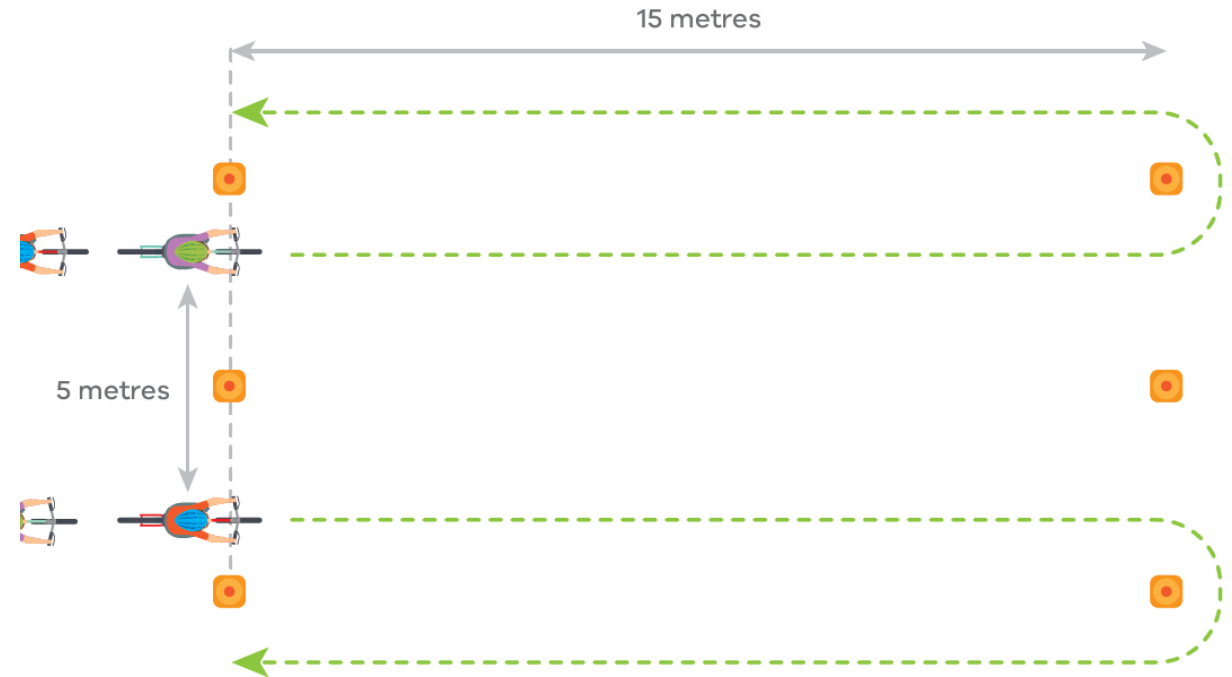
With a safe attitude, how close should you be to the rider in front? At least two bike lengths, but even more if you don't feel safe.

Equipment

Bicycles, helmets, and cones

Safety

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



Hit the spot game

- Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.
 - Cones may be used to set up 'gates' to ride through if ground markings are not available. Make wider gates for novice riders.
- The setup and structure are as per the previous 'straight line riding' activity.
- Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'Hit!'
- Each student will count the number of 'Hits' that they achieve during the time period.
- Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).

Teaching points

The focus of the game should be to apply the move in a controlled manner. Students should focus on control, rather than speed.

Key questions

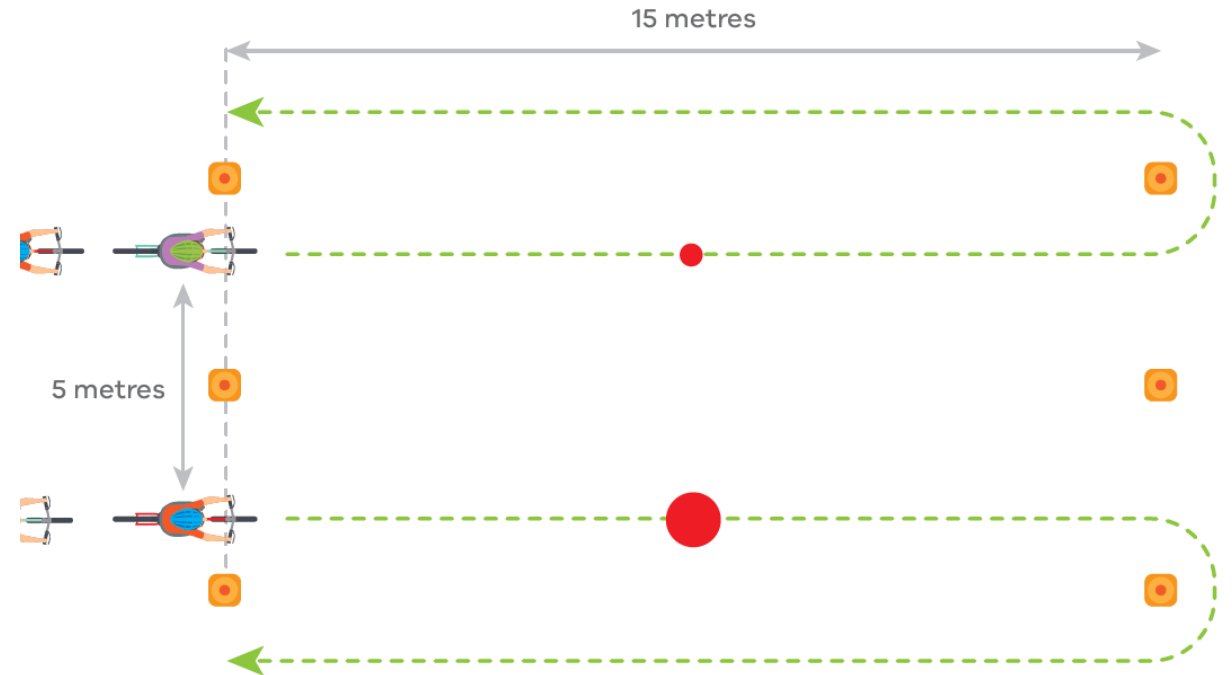
How did you steer the bike to make it as easy to hit the mark as possible? Slow, smooth steering

Equipment

Helmets, bicycles, and non-slip ground marking.

Safety

Ensure that students do not go too quickly and maintain space to other bike riders.



Push race

- Two lines are set up approximately 15 metres apart (using cones or existing surface lines).
- Students start together lined up on one these lines.
- If there is not enough space, break this into multiple groups one after another.
- Students begin in the riding position, with legs straddling the top bar and dominant foot on the pedal.
- Upon the whistle, students will push themselves to the other line using their non-dominant foot without pedalling.
- Once they reach the other line they are to brake the bike in a controlled way.
- Repeat this until students are confident at gliding and balancing on the bike.

Teaching points

Students should straddle the bike to ensure that they are getting the feel for moving whilst on the bike.

The students will be steering the bike using the handlebars. Steering should involve slow, smooth movements, rather than quick jerky ones.

The pedal being used for balance should be at the 6 o'clock position, with the ball of their foot on the pedal.

Key questions

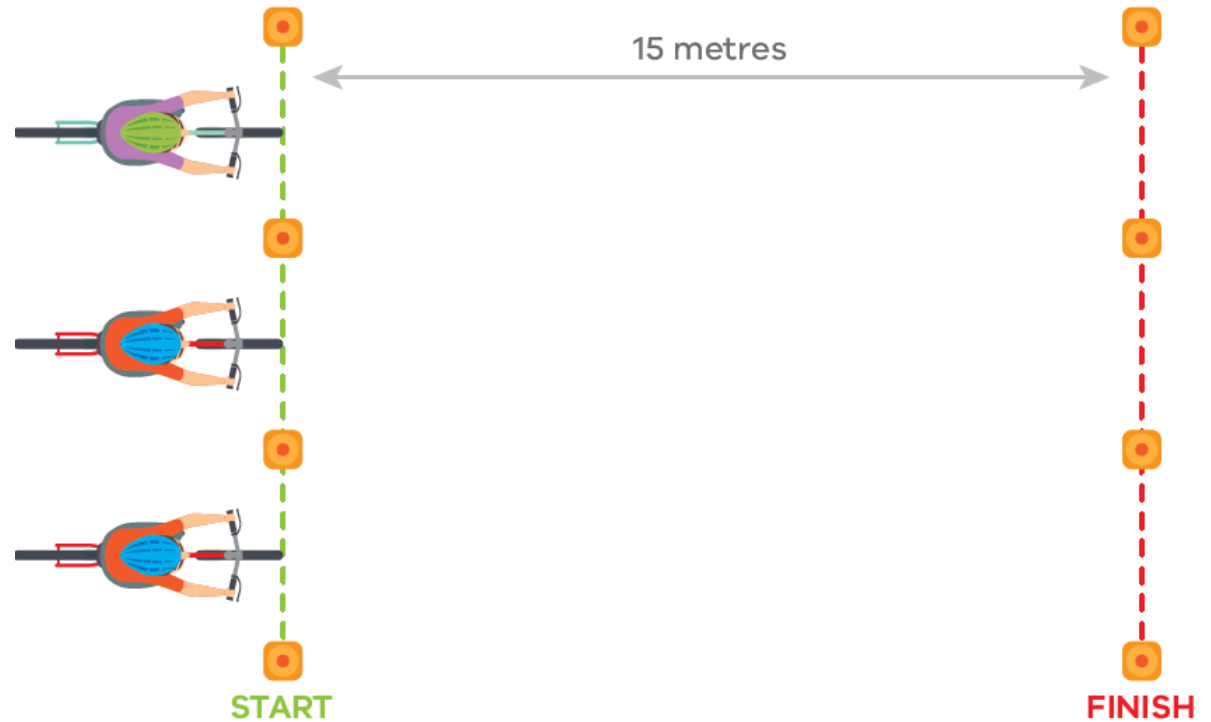
Why don't we pull the brake as hard as possible to stop as quickly as possible?

Equipment

Bicycles, helmets, and cones.

Safety

Ensure that other students are clear of the bikes as they are being pushed around.



Follow the leader game: Traffic lights

- 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 "going!"

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 5 times'.

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.

Turning the riders around regularly will give them practice turning the other way.

Key questions

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

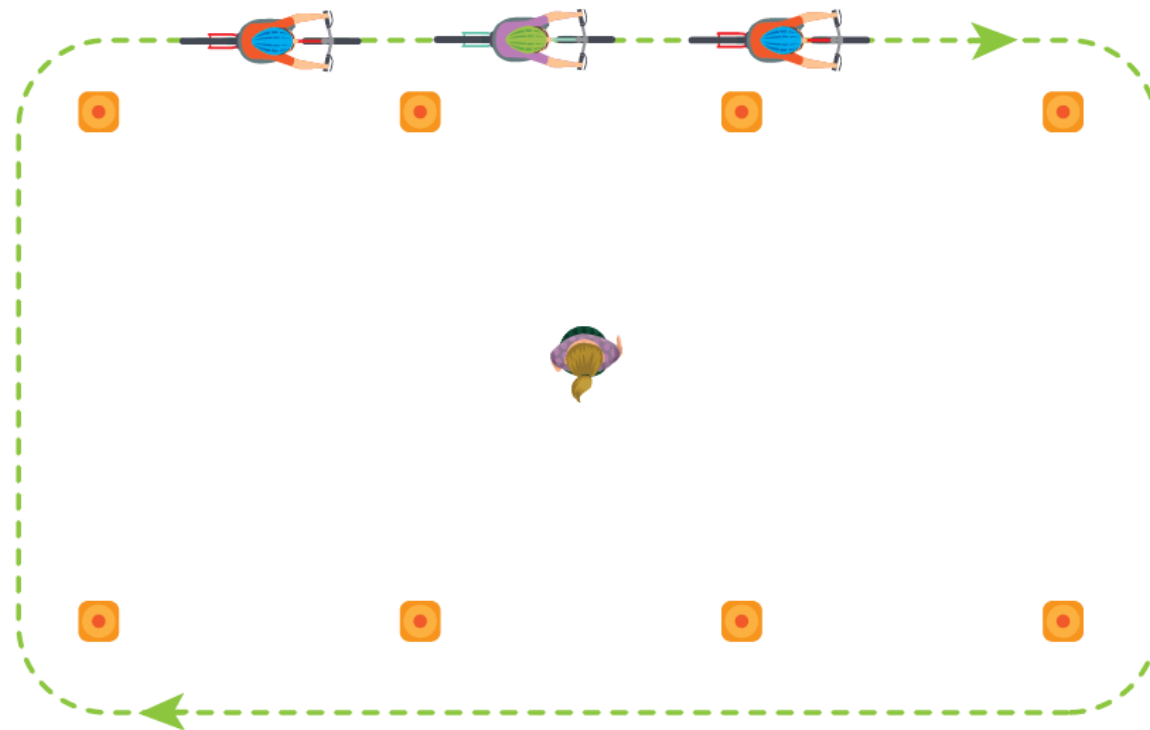
At least two bike lengths, but even more if you don't feel safe.

Equipment

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

Safety

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



Minefield game

- Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls, or anything safe that is available.
- Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles.

Modifications

The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.

Teaching points

The focus of the game should be to apply the move in a controlled manner.

Students should focus on control, rather than speed.

Key questions

How did you steer the bike to make it as easy to hit the mark as possible?

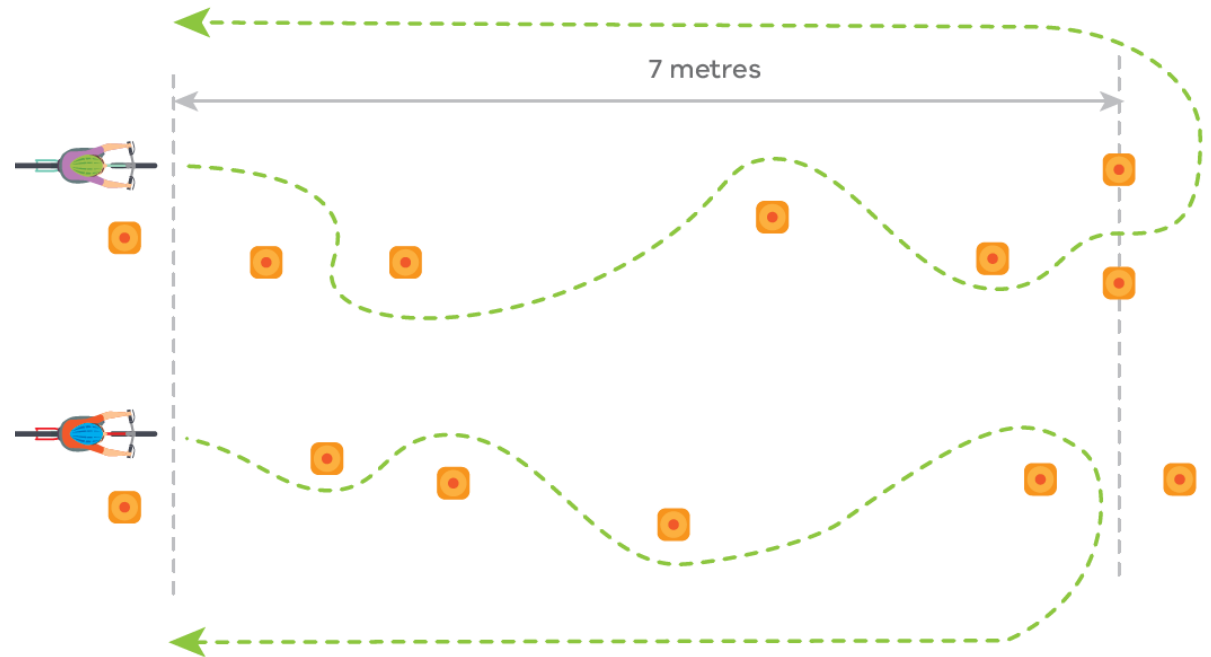
Slow, smooth steering.

Equipment

Helmets and bikes (at least one between two).

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Make sure that obstacles will not cause bike to fall if hit.



Tortoise game: Slow ride

- Line students up along a line, as per diagram, with the finish line 15 metres away.
- Upon the teacher's whistle, riders will attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground.
- Riders must stop frozen if they put a foot down, and then complete the ride once the final rider crosses the line.

Modifications

Students that put a foot on the ground keep doing the race, but just cannot win.

Teaching points

Tips for this race include maintaining good posture, doing half pedals, and not coming to a complete stop.

Key questions

Is it easier to ride slowly or at normal speed?

What tips do you have other people to help them do the tortoise race?

Equipment

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

Safety

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



Musical bikes

- The play area is set up with several cones ordered into a loop or circle. The number of cones set out must be one fewer than the number of riders.
- The game is played just like musical chairs however, when the music stops, the riders must place one foot on the edge of a cone (or on a ground marker) Riders not on a cone are eliminated and cones removed until there is only one rider left.
- Any bikes that make contact with each other will both be out.

Modifications

- Instead of playing music, it can be when the teacher blows a whistle.
- If there is limited space the number of bike riders playing at any time can be limited.
- Those who are out could ride outside the loop in the opposite direction to be judges.

Teaching points

This will require a large area to fit all the riders in the game. The circle should be at least 20m in diameter at the start.

Requires students to manage other riders around them and ride in a controlled way at low speed.

Students will often want to pull on the brake as hard as possible. Encourage students to squeeze the brake lever slowly and smoothly or apply the footbrake.

Key questions

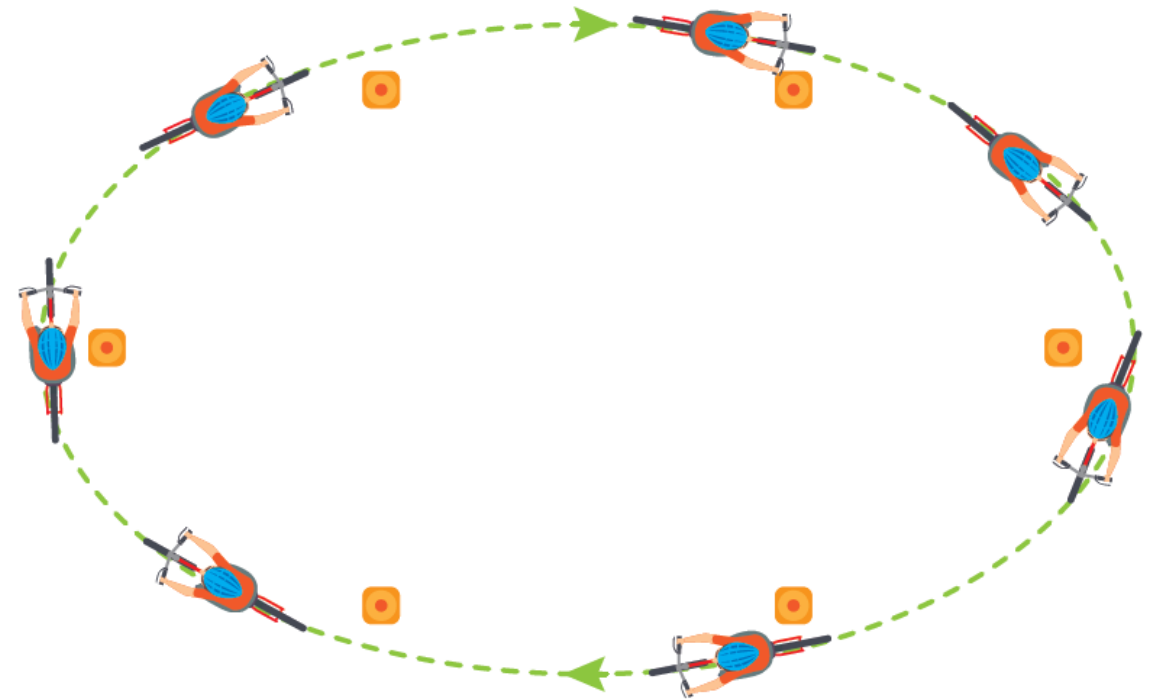
How do we do this safely? Low speed and with a safe attitude.

Equipment

Bicycles, helmets (one per student), and cones or non-slip ground marking

Safety

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



Long roll

This activity is to encourage a strong start and balance at medium and slow speed.

- Set up lines/cones and tape measure as per the diagram.
- Set up students together (in groups depending on space) on one line.
- Students will have 3 metres of 'run up' prior the line to pedal as hard as they can, after which they cannot ride and must coast instead.
- Students must try to reach as far as possible without riding.
- The student that reaches the furthest is the winner.

Modifications

The distance of the run up can be modified depending on the space available.

Teaching points

Use the 'power pedal' position, where the pedal is at approximately 1-2 o'clock for a right footed rider. The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal'.

Encourage students to squeeze the brake lever slowly and smoothly or apply the footbrake.

Key questions

When was it easiest to balance? At the start when we were going faster.

What techniques did you use to maintain balance as you slowed down? Small movements of handlebars, steady body.

Equipment

Bicycles, helmets (one per student), and cones.

Safety

Ensure that other students are clear of the bikes as they are being ridden around.

Provide ample space between riders.

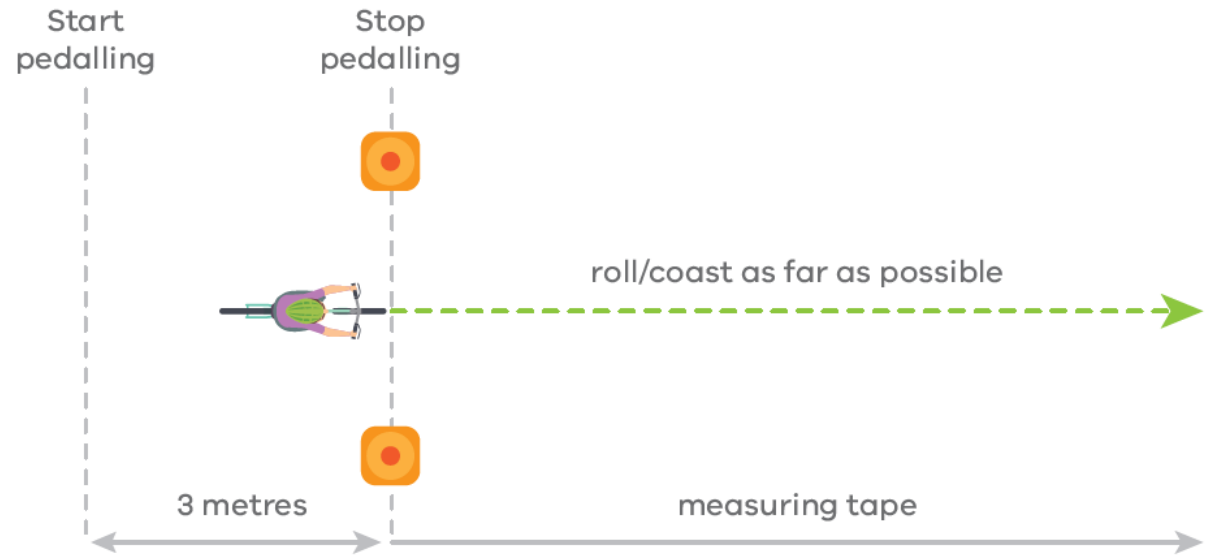


Figure 8 riding

- This demonstrates what is required when you give way.
- Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large then you may wish to set up two courses.
- Riders will ride around the course in a single direction.
- At the centre intersection, riders must give way to the right. Walk through this with students.
- Switch riding directions at various stages.

Modifications

Students struggling may wish to ride around the outside of the figure 8 instead.

Progressions

You can include a 'stop' or 'give way' sign at one of the intersections, and occasionally switch the leg that will be required to give way.

Teaching points

This activity, as well as helping to practice turning, also introduces giving way on the bike.

In the figure 8, there is a point where riders must give way. Mark this with a different coloured cone or, if available, a 'Give way' or 'Stop' sign.

Riders will only have to give way to the right, unless presented with a sign telling them otherwise.

Key questions

What do we mean by 'giving way'?

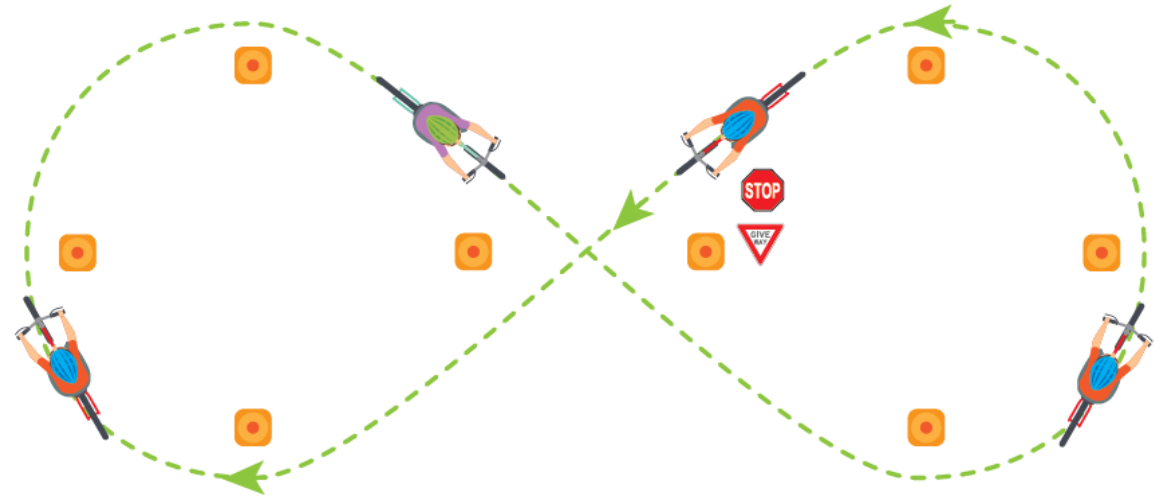
Why do we give way?

Equipment

Bikes, helmets (one per student), cones, and stop and give way signs.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between riders.
- Teachers should focus on the conflict point of the figure 8 and provide students with guidance as to appropriate gaps.



Snake riding

- 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.

Modifications

The snake could be split into several groups with different leaders.

Progressions

Advanced riders can be selected as leaders of the group. This should be changed often.

Teaching points

Negotiating your movements with other bike riders and road users on paths is very important.

Most important of all is a safe attitude, where each bike rider will act in the safest, most predictable way possible to avoid collisions.

Key questions

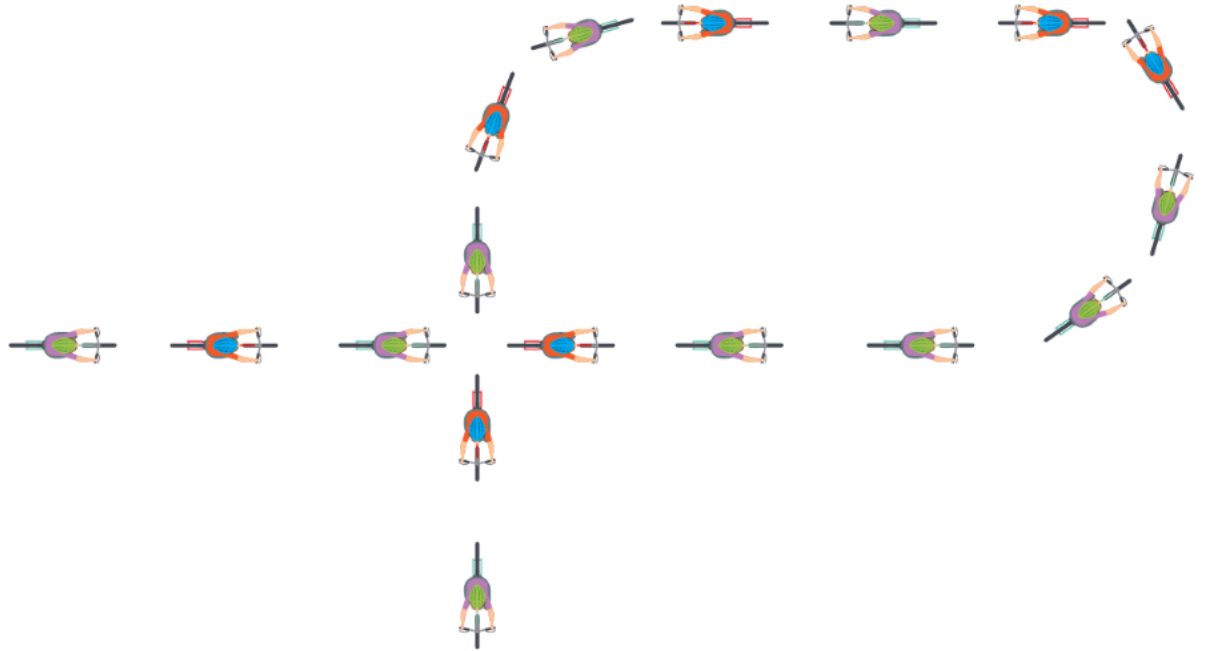
How do you avoid collisions in the snake? Safe attitude, low speed, and pass through predictably (one in front, one behind).

Equipment

Bikes and helmets.

Safety

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



Ride the gauntlet

Two teams. One team are the 'rollers' and the other team the 'riders'. The aim is to have the highest number of bike riders reach the end without being hit by a ball.

- Half the students (riders) line up at 'A' with their bikes, whilst the others (rollers) line up on the sidelines with the balls.
- The riders will cycle slowly from A to B, whilst the rollers roll their ball across the field. The riders must try to reach the end whilst evading the balls being rolled into their path.
- If a roller's bike is hit by a ball then they are out.
- A point is scored for every rider to reach the end line, approximately 20 metres away.
- Swap roles regularly, keeping score of the number of riders that score.

Modifications

- Game could go for a predetermined time instead, counting the number of riders that make it to the end point, then returning to the start.
- Elect to subtract a point for every ball hit, rather than have rider go out.

Teaching points

Provide a speed limit and penalise riders exceeding it by subtracting a point from their team.

The aim of the game is to use peripheral vision and cycle skills to evade the balls, which are skills easily translated to the road.

Key questions

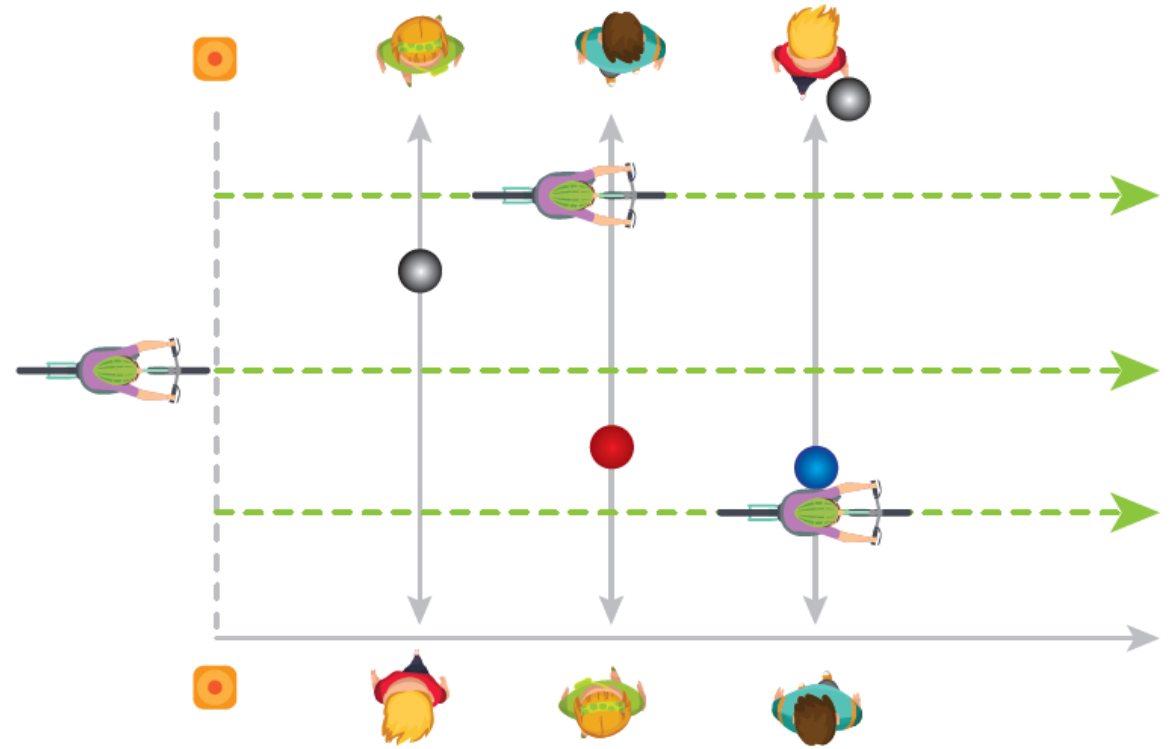
What are the skills we need to use in this game? How does this relate to riding in the real world?

Equipment

Bicycles (at least one per two students), helmets (one per student), cones, and large soft (foam) balls.

Safety

Riding must be slow, due to the risk of the rolling balls. Enforce this.



Fetch by numbers

- Students line up by the side of the area with their bikes.
- The teacher will have several balls.
- The teacher will call a number:
 - The teacher will throw/hit this number of balls to different parts of the area.
 - The same number of riders will then ride out to fetch the balls.
- Each rider will fetch just one of the balls, and then return it to a collection bucket next to the teacher. First one to do this wins that round.
- All riders in the group should fetch one ball each.
- Riders then join the end of the group of waiting riders, ready to join in when it is their turn again.

Modifications

- You may wish to throw one ball fewer than the number.
- You may wish to have the balls standing on top of a cone, to make retrieval easier.

Progressions

You may provide some handicaps for highly confident bike riders, such as requiring them to ride one handed, or pushing without pedalling only.

Teaching points

Students will need to accelerate, slow down, and stop to pick up the balls, as well as turning and managing the space around them.

Riders should place a foot on the ground to steady themselves when they pick up the ball.

Emphasise good braking technique with gradual application of the brakes for a smooth, controlled stop.

Key questions

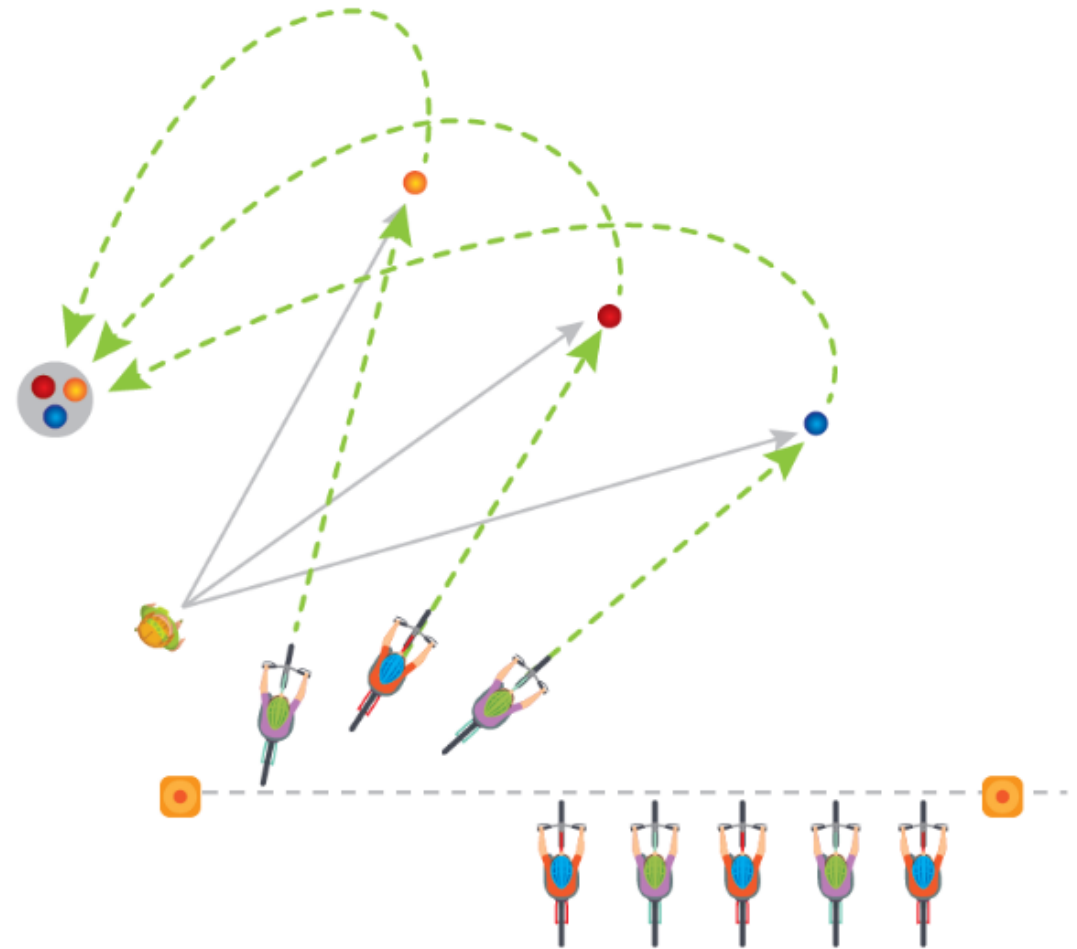
How do you carry the ball? How do you come to a stop safely?

Equipment

Bikes, helmets, cones, and foam balls.

Safety

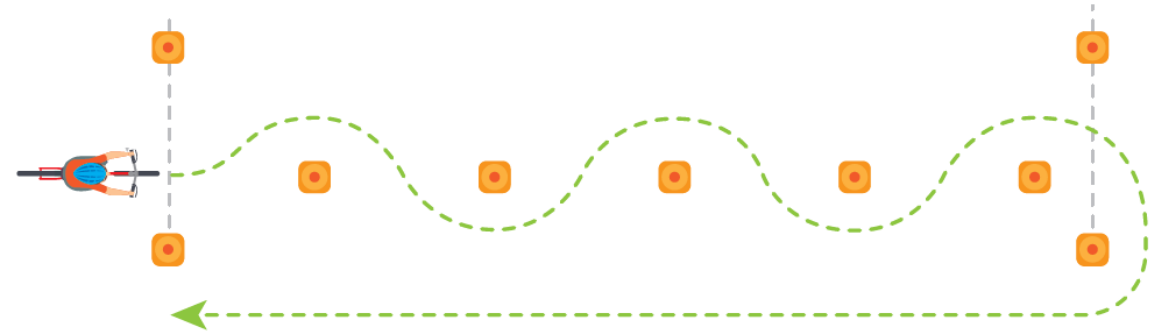
- Must be completed at low speed.
- Students must maintain at least two bike lengths distance to other bike riders.



Slalom of doom

Students will ride from end to end turning between the cones. They will be successful if they complete the course without touching a cone. The aim of this activity is to turn between as many cones as possible in a set distance.

- Place a start and finish cone 15 metres apart (depending on space) and 7 cones place at even distances in a straight line between the start and finish line.
- Students will ride from end to end turning between the cones. They will be successful if they complete the course without touching a cone or touching the ground with their foot.
- If they complete the run successfully then add another cone, making sure to have all cones evenly spaced.
- If they cannot complete the course successfully, they are out.
- The last rider still in is the winner.



Modifications

Can begin with fewer cones or reduce the distance between the start and finish line.

Progressions

Can begin with more cones or keep the same number of cones but reduce the distance between the start and finish lines.

Can be ridden one handed by confident riders.

Teaching points

Keep pedalling to maintain balance.

Turning skills: Lean slightly into the turn and rotate the handlebars. Smooth movements, rather than fast jerky movements.

Look in the direction you want the bike to go. Don't look at the cone, look where you want the bike to go.

Braking when turning is dangerous, especially when slippery. Apply the brakes when riding straight, then turn once you have slowed down.

Key questions

As the turns increased, did you need to slow down or speed up? Can you provide one piece of advice for someone that was struggling with this skill?

Equipment

Several cones (approx. 20), start and finish cones, bikes, and helmets.

Safety

Other riders are to stay clear of the course when not riding.

Catch the ball

The aim of this activity is to catch a ball, tossed by a partner, the most number of times in a 10 metre distance.

- Set up two cones 10 metres apart to mark the start and finish line.
- The rider will ride slowly from the start to finish.
- The partner will stay two metres away (to the side) and softly toss a ball or bean bag to the rider.
- The rider will catch the ball with one hand whilst holding the handlebars with the other, and then softly toss it back.
- Record the maximum number of catches made in the 10 metre ride.

Modifications

- Have some practice runs without the ball but riding with one hand.
- If catching is difficult, have the partner give a high 5 to the rider and then run to the finish line and back before giving another high 5.
Record the number of high 5s.

Progressions

The distance of the throw can be extended.

Teaching points

Balancing: Keep pedalling to maintain balance.

Riding with one hand: Keep a strong hold of the handlebars and hold the handlebars straight.

Check that there's nobody on the course and then you can turn your head to watch the ball.

Key questions

What is the most difficult thing about this?

Why do we usually keep two hands on the handlebars?

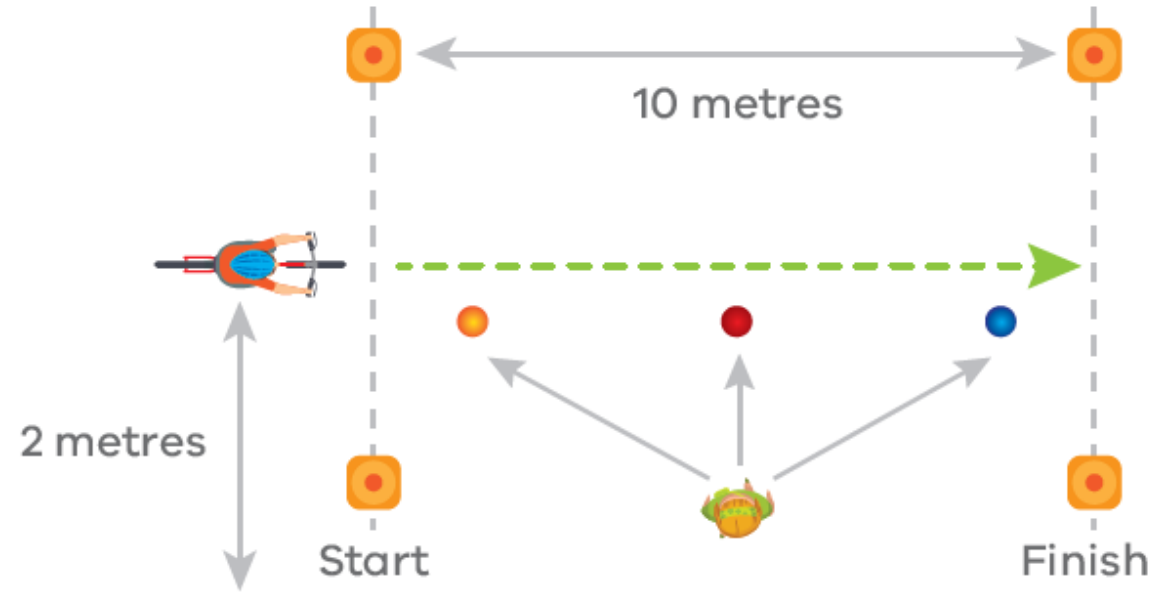
What situations will we need to look around when we're riding?

Equipment

Soft ball or beanbag, start and finish cones, bikes, and helmets.

Safety

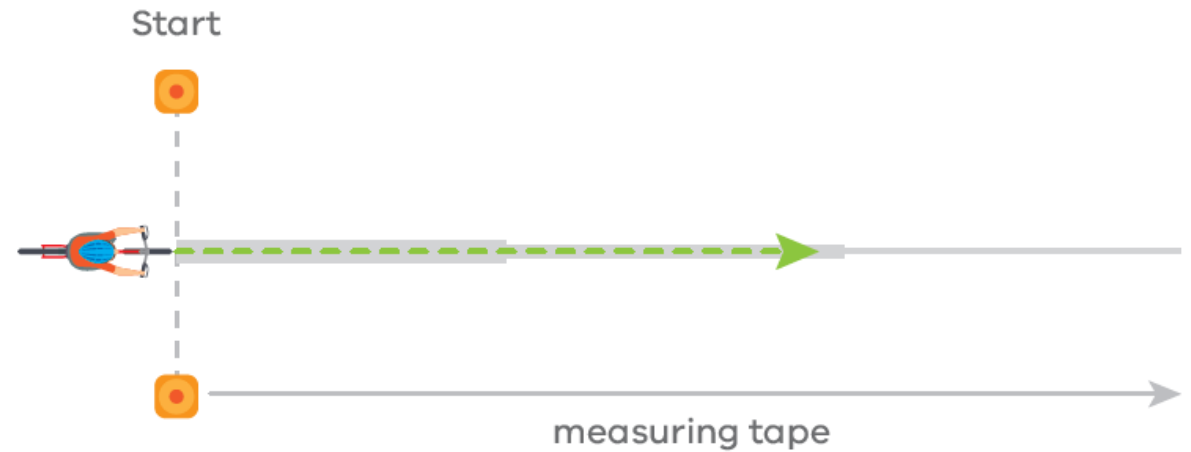
- The partner is to stay a safe distance away from the rider.
- Ball should be soft or use a small bean bag.
- Only soft throws.



Tightrope riding

The aim of this activity is to control the bike such that you can ride on the marking for the longest distance.

- Set up the line on the ground for at least 15 metres. The line should be approximately 5 cm wide.
- Set up a cone approximately 2m from the start. This will be the 'finishing cone'.
- Students ride along the line, making sure that the front wheel remains on the line. If the wheel exits the line before the finishing cone, the rider will be out.
- Extend the cone back after each successful ride. The last rider still in is the winner.



Modifications

A good modification would be to taper the line, instead of stepping it, such that it is wider at the start and narrower at the end. This way the line gets progressively narrower, with the end being only 1cm but the start being up to 20cm.

Progressions

Can be ridden one handed by confident riders.

Teaching points

Balancing: Keep pedalling to maintain balance

Staying straight: Lean forward in riding position and make small adjustments with the handlebars.

Key questions

What did the riders that did this well do differently to those who struggled?

When would you need to ensure you were riding in a very straight line when riding your bike out in the community?

Equipment

Start cone, existing ground line/removeable tape, bikes, and helmets.

Safety

- Use a non-slip ground marking.
- Must stay a safe distance away from other riders.

Stop and go

The aim of this activity is to control the bike such that you can stop and start without touching the ground with your foot.

- Set up 4 cones in a box, approximately 2m x 2m.
- The rider will ride into the box, brake to a complete stop, and ride out of the box, without setting a foot on the ground.
- You can also measure the total time spent inside the box, with the aim being to spend as much time as possible.

Modifications

Novice riders may be allowed to use their foot to balance before riding off again.

Progressions

Can be ridden one handed by confident riders. Challenge riders to better their time stationary in the stopping area.

Teaching points

Balancing: Keep your feet on the pedals.

Starting: Making a strong power pedal to restart.

Measurement accuracy: Make sure you measure the first moment they arrive in the box and the last moment they leave.

Key questions

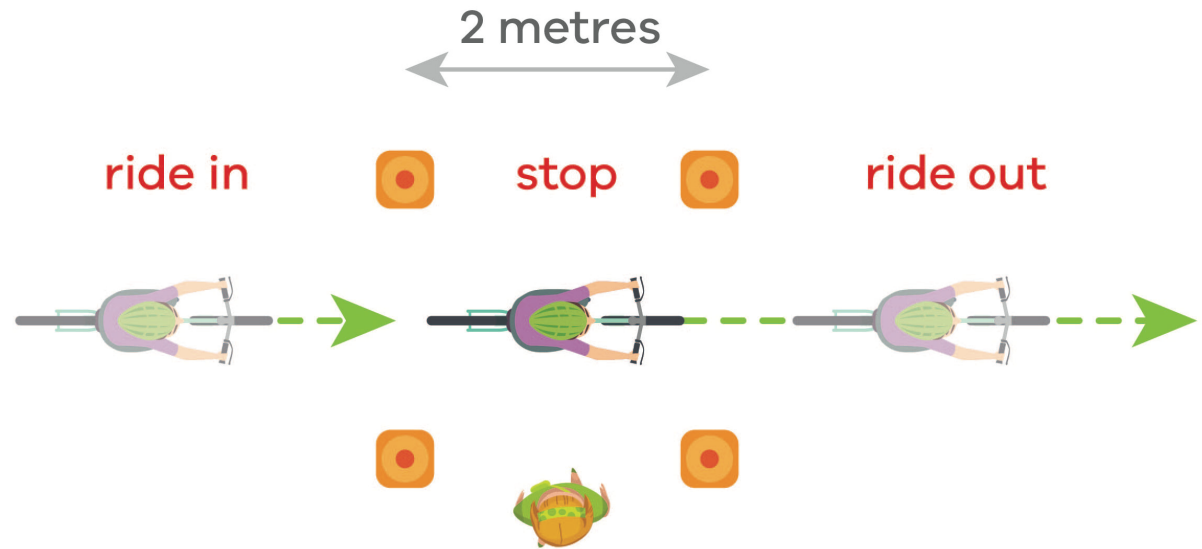
What did the riders that did this well do differently to those who struggled?

Equipment

Cones, bikes, and helmets.

Safety

Must stay a safe distance away from other riders.



Paper drop

The aim of this activity is to carry the most number of bean bags or tennis balls from the start line to the bucket/hoop without dropping or missing any.

- Set up the start line 10 metres away from a bucket or hoop. At the start line there should be several different bean bags.
- The rider must carry as many of the bean bags as possible in a single try and place/drop them in the hoop/bucket before returning to the start line. If any of the balls are dropped or miss the target bucket, the dropped balls will not count as a score.
- Can be divided into teams, with each team aiming to deposit the most bean bags in a single try.

Modifications

Multiple runs may be taken in a time period, instead of a single run.

Progressions

Confident riders may only balance bean bags on their helmet.

Teaching points

Make sure that you ride smoothly.

You don't need to drop all the balls in one pass of the bucket. You may drop a few at a time before you finally return to the start line.

Taking turns with your partner.

Key questions

Where will you carry all the balls and bean bags?

How will you drop it when you get to the bucket?

Equipment

Cones, bean bags and tennis balls, hoop/bucket, bikes, and helmets.

Safety

- Other riders stay a safe distance away.
- Clear the course of any fallen bean bags.



Track stand

The aim of this activity is to stay stationary on the bike for the longest amount of time without moving.

- Set up the bike in a clear area away from obstructions.
- The rider must stay on the bike without placing a foot on the ground.
- The partner will use the stopwatch to time how long the rider was able to remain stationary
- The partner will also act as a spotter, helping to protect the rider from falling.

Modifications

This is too difficult; students may attempt this activity by sitting on the bike and bouncing from right foot to left foot on their tiptoes. The number of bounces between feet in a 20 second period will be recorded instead.

Teaching points

The key to doing this is balance and making small movements with your feet on the pedals and hands on the handlebars.

The partner plays a very big role in this as a timer and safety helper.

Taking turns with your partner.

Key questions

What tricks do you think will help you succeed?

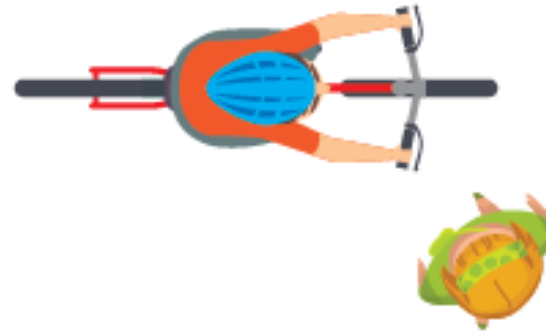
Where should the partner be to be the best safety spotter possible?

Equipment

Stopwatch, bikes, and helmets.

Safety

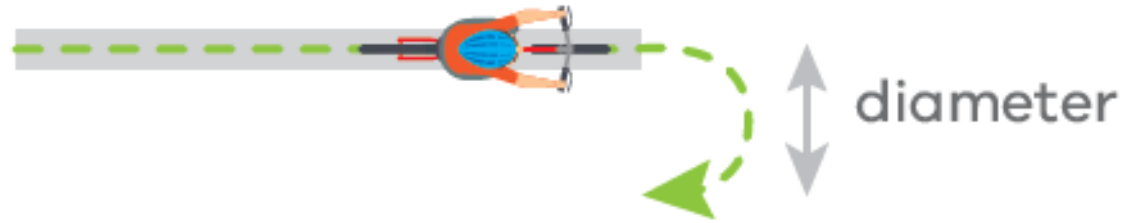
- Keep the area free of obstructions.
- Ensure that the partner is close by as a spotter to prevent any major falls.



Hairpin

The aim of this activity is to do the smallest diameter turn.

- Set up a straight starting line with cones to the side at 0.5 metre intervals up to 3 metres.
- The rider must ride directly along the starting line and then turn to go around the cone 3 metres away to make a turn of 3m diameter.
- If they are successful they will attempt next closest (2.5 metres), and so on until they cannot complete the turn.



Progressions

Can measure the tightest turn possible.

Teaching points

The key to doing it is to travel as slowly as possible without falling.

Key questions

What is the diameter of a turn?

How do we make a tight turn?

Equipment

Measuring tape, cones, bikes, and helmets.

Safety

Other riders stay a safe distance away.

Quick stop

The aim of this activity is to take the least amount of time to stop, whilst ensuring that you stop with the front tyre exactly on the dot.

- Set up will be two lines 5 metres apart, then a dot (tape on the ground) 3 metres past the second line.
- The rider must start at the first line and gain speed for the first 5 metres.
- After the rider crosses the next line, the rider must stop pedalling.
- A dot is placed 3 metres beyond this line and the rider must come to a complete stop with the front tyre on this dot.
- If the bike stops directly on the dot, the time that the whole journey (from start line to dot) is recorded.
- If the rider does not stop on the dot then no time is recorded.

This activity is designed to test starting and braking skill. A faster time can be achieved by braking later but this will require more skill to achieve accuracy.

Modifications

If stopping directly on the dot is difficult, either increase the dot size or make a horizontal line to stop on.

Progressions

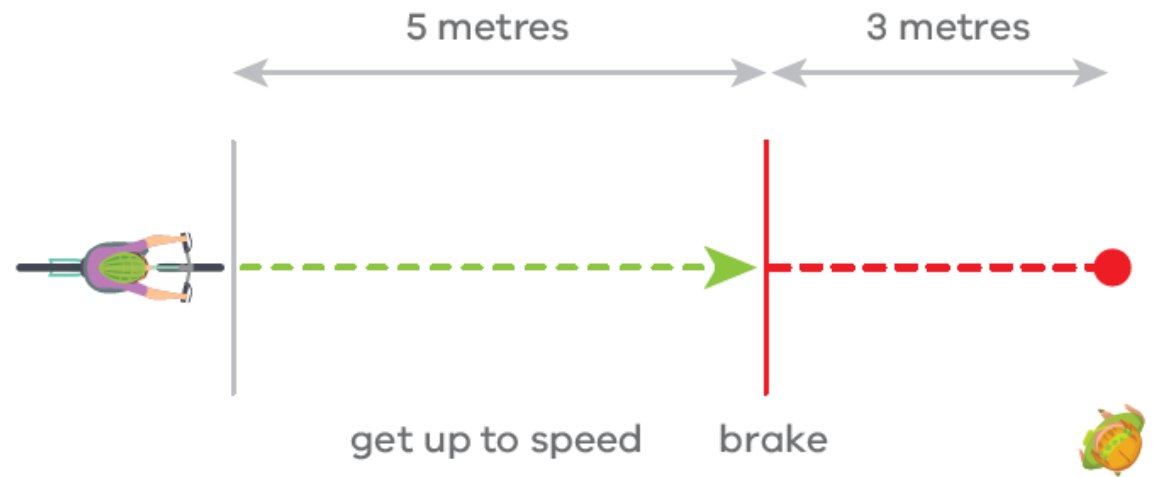
Confident riders can stop with the rear tyre on the dot, instead of the front tyre.

Teaching points

Good braking technique requires:

- Keep bike straight.
- Good posture. Pressure on feet, slightly standing off the seat, bracing for the stopping force.
- Smooth pulling of the brake lever, not pulling as hard as possible.
- Using the correct brake. The front brake will provide most stopping power but must be used with rear brake assistance to provide smooth, safe stop.

Braking too hard or having poor posture will result in losing balance and the rider flipping over the handlebars.



Key questions

Is it easier to brake on the dot if you start braking earlier or later?

Which brakes will you use to make the quickest, most accurate brake? Will you use the same pressure in each brake?

When might you have to stop suddenly in real life?

Equipment

Stopwatch, non-slip ground marking, cones, bikes, and helmets.

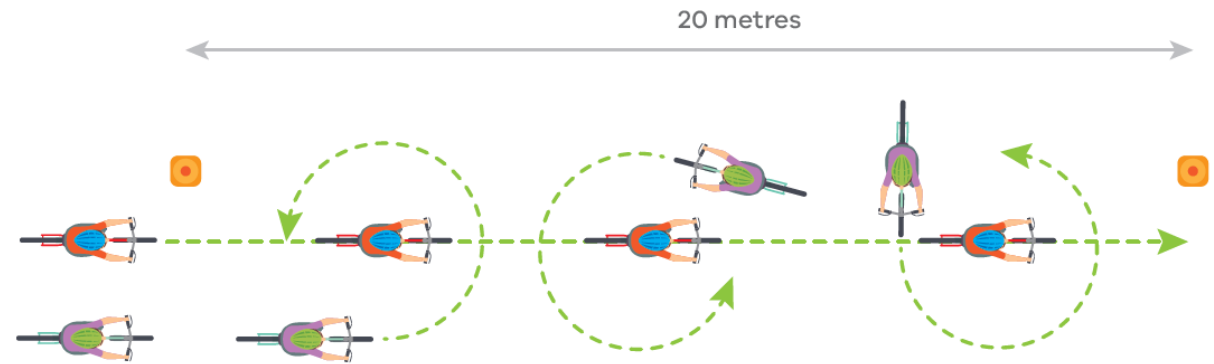
Safety

- Keep the area free from obstacles.
- Partner stays a safe distance away.
- Non-slip markings for dot.

Riding laps

The aim of this activity is for the rider and their partner to overtake each other (by circling each other) the greatest number of times in 20 metres.

- Set up with two cones 20 metres apart. Both students start side by side at one end and both will finish at the other cone, 20 metres away.
- The riders must start next to each other. One 'circle' is when one rider completes a full revolution around the other, whilst both are moving forwards towards the finish line.



Modifications

Riders having difficulty may be able to put down their foot to stop to make the manoeuvre less difficult.

Progressions

Can be ridden one handed by confident riders.

Teaching points

This activity will require the two riders to ride together, slowly, and alter speed to allow their partner to move in front, to the side and behind the rider to complete a full revolution.

Communication with your partner is important.

Key questions

What are the key skills required to do this well?

Why is good communication while riding so important?

How do we communicate on the bike? Bell, voice, signals, lights etc.

Equipment

Cones, bikes, and helmets.

Safety

- Keep the area free of obstructions.
- Only one group on the course at a time.

Intersections

There are 3 types of intersection that we use in Bike Ed.

1. T-intersection
2. Signed cross-intersection
3. Unsigned intersection

It is important for riders to experience negotiating intersections as they incorporate the concepts of giving way, decision making, bike skills and riding defensively with a safe attitude. These road skills can then also be applied as pedestrians and, later on, as drivers.

This section will show how to set up each of these courses as part of a Bike Ed lesson, as well as a free riding practice intersection course that combines all these elements in a miniaturised road network

The focus of these intersections should be on decision making around other road users. Get the riders used to going through the courses without bikes first, before progressing to bike riding.

Stay at the most complex location (the centre intersection) to help riders as they start to make these decisions.

Should these be too complex, a good activity to build decision making skill is the 'Figure 8 riding' which uses the same concepts with less complexity.



T-intersections

T-intersections are the least complex of the intersections. It is a straight path/road with another coming from the side (which will have a 'Stop' or 'Give Way' sign).

This activity will involve students riding their bicycles through a T-intersection, stopping at the stop/give way signs and making a right or left turn that the intersection, then continuing around the outside of the course back to the intersection.

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 turn right or left.

The course may be set up such that there is one lane approaching the intersection and student may turn either left or right, or two lanes approaching with the left lane turning left and the right lane turning right.

The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.

Modifications

The teacher may call 'left' or 'right' when students approach the stop line, to indicate the direction they should turn.

Progressions

Additional walkers/joggers/riders may travel back and forth along the main thoroughfare (Solid red line A-A) so that riders must pick safe gaps in the traffic. The traffic may be bike riders or those without bikes.

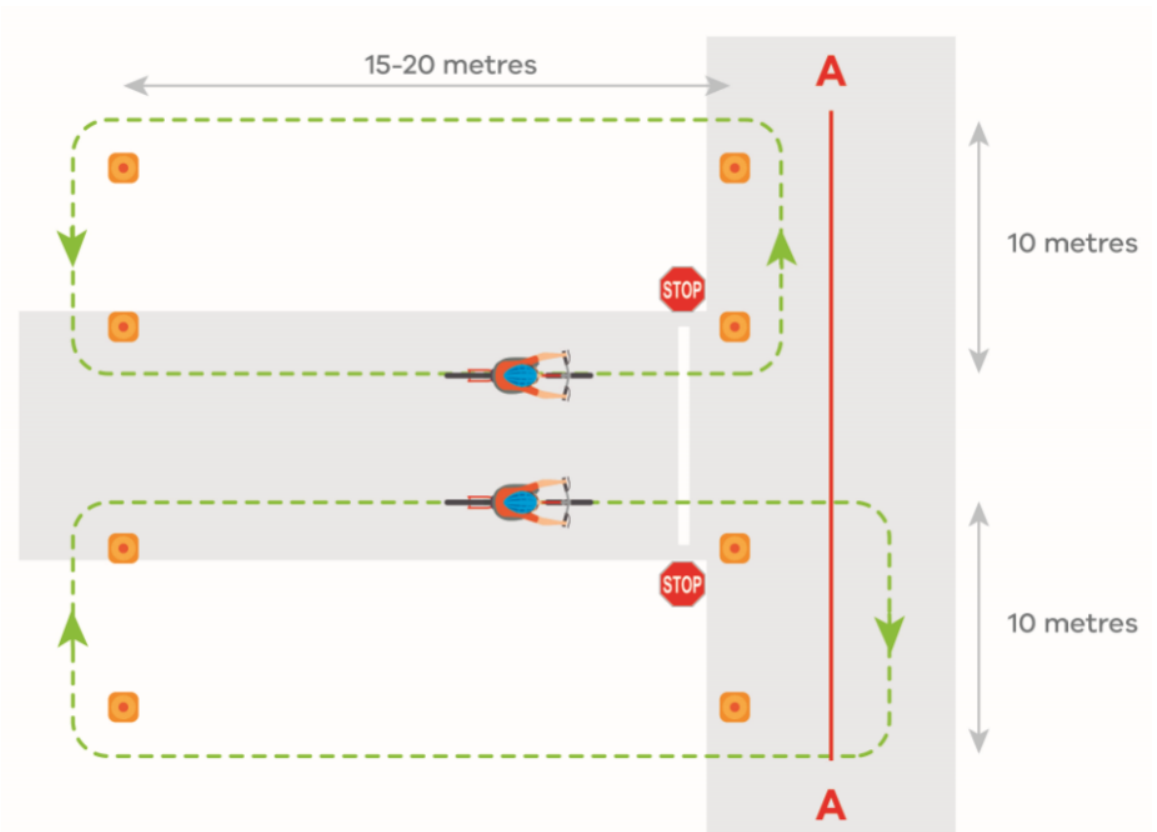
Teaching points

When students approach the intersection on a bike, they should do the same thing that they do as a pedestrian.

- Stop.
- Look (for road users, left and right)
- Listen (for road users)
- Think (who has priority, what are the other road users doing, is it safe to move)

Students making decisions at the intersection.

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



Key Questions

- Why do we stop at the stop line?
- It's the law.
- So that others can safely predict our behaviour. Safe, predictable behaviour means that people can avoid us on the road.
- To give us time to make a safe decision at the intersection, such as picking a safe gap to ride into.

Equipment

Cones, stop and giveaway signs

Safety

Must be completed at low speed. Keep two bike lengths distance maintained between riders.

Signed cross-intersections

Signed cross-intersections are more complex however they function specifically on which direction the 'Stop' or 'Give way' sign is facing.

Riders from the side of the intersection that faces a 'Stop' or 'Give way' sign should stop at the line on the path/road and wait until the intersection is clear and it's safe to enter.

Riders can approach from any leg and should react to the signs facing them.

As riders get more comfortable, you may introduce riders or pedestrians walking the red A-A line. These will have priority and the riders will have to give way to them

Riders may progress to making turns at the intersection. The law is that left turners will have priority over right turners, so right turning bikes must give way.

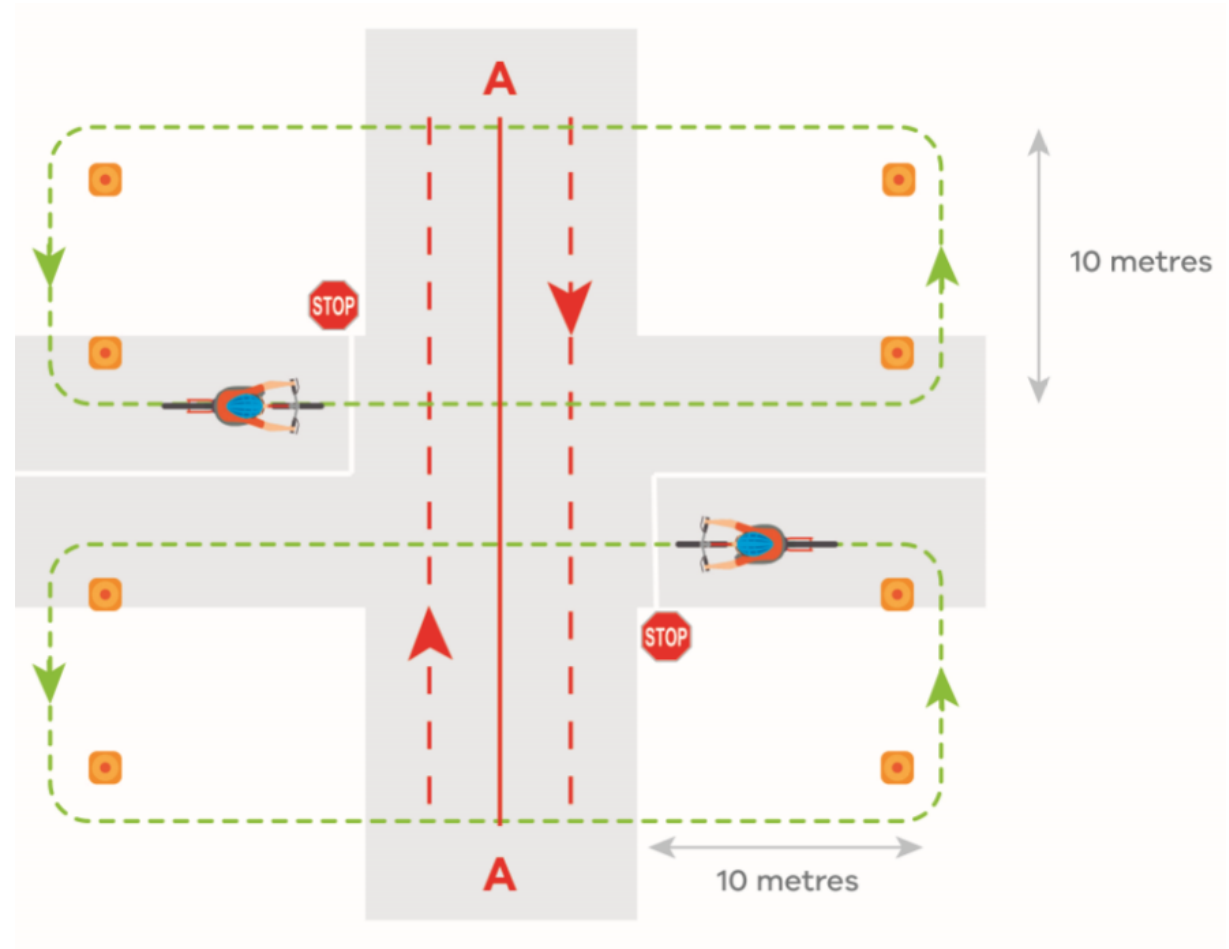
- This activity will involve students riding their bicycles through a cross-intersection, stopping at the stop/give way signs and proceeding through the intersection, then continuing around the outside of the course back to the intersection.
- Have the students walk their bikes through the course slowly. 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 go though, turn right, or turn left.
- The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.
- Once students are comfortable making the movements, add some bike riders/walkers to the intersection (moving along the red A-A line) to help students practice judging gaps in traffic.

Modifications

- The course may be set up such that there is one lane approaching the intersection and student may turn either left or right or continue straight.
- The teacher may call 'left', 'right' or through when students approach the stop line, to indicate the direction they should turn.

Progressions

Additional walkers/joggers/riders may travel back and forth along the main thoroughfare (Solid red line A-A) so that riders must pick safe gaps in the traffic. The traffic may be bike riders or those without bikes.



Signed cross-intersections continued

Teaching points

Who goes first?

- At the intersection, those at the stop sign must wait.
- If there are two people opposite each other at the stop sign, the person turning right must wait until the other people have gone.

Students should be approaching this intersection in the same way they as the T-intersection, except that there is an extra intersection exit. Stop; Look (for road users, left and right); Listen (for road users); Think (who has priority, what are the other road users doing, is it safe to move)

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

If both riders are turning right, who goes first?

If one is turning left and one is turning right, who goes first?

If one is turning right and one is going straight, who goes first?

Equipment

Cones, stop and giveaway signs.

Safety

- Must be completed at low speed.
- Keep two bike lengths distance maintained between riders.
- Pedestrians must walk at a consistent speed to provide predictability for bike riders.
- Pedestrians should be wearing brightly coloured clothing.



Unsigned intersections (and roundabouts)

Unsigned intersections are more complex. There are no signs telling riders who has priority and who must give way. The simple rule is: "Give way to the rider on your right hand side".

This activity will involve students riding their bicycles through a roundabout/ unsigned intersection.

The route for the activity will be a continuous loop through the course. Riders will ride straight through the intersection, then turn left at the end, then circling around back to the intersection from the next approach. See the diagram for details.

Explain that, at roundabouts or intersections without signs, we give way to the rider 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 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' at points around the outside of the circuit, who will act as school crossing supervisors. Riders will have to stop when confronted with these stop signs.

Teaching points

Who goes first?

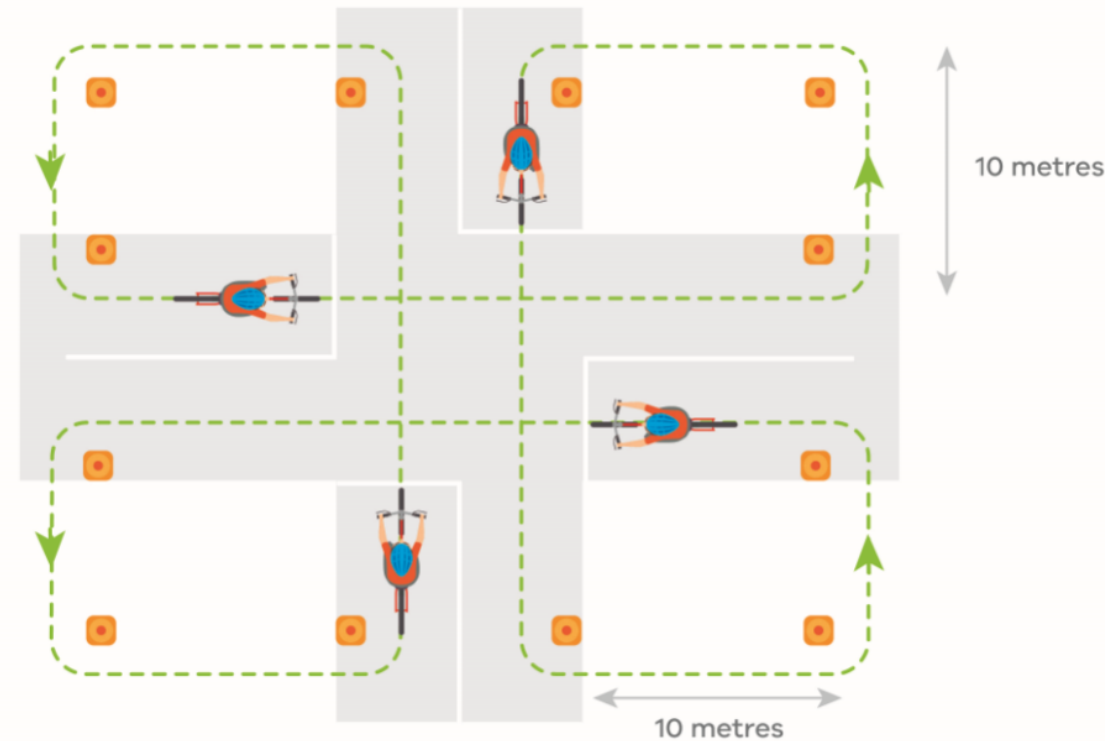
- At the intersection, those at the stop sign must wait.
- If there are two people opposite each other at the stop sign, the person turning right must wait until the other people have gone.

Students should be approaching this intersection in the same way they as the T-intersection, except that there is an extra intersection exit.

- Stop
- Look (for road users, left and right)
- Listen (for road users)
- Think (who has priority, what are the other road users doing, is it safe to move)

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

If both riders are turning right, who goes first?

If one is turning left and one is turning right, who goes first?

If one is turning right and one is going straight, who goes first?

Equipment

Cones/line marker, and stop and giveaway signs.

Safety

- Keep two bike lengths distance maintained between riders.
- Non-riders/helpers are to stay off the riding areas.
- Limit riding to a safe speed.

Intersection course

The intersection course combines all the intersection ideas into one free riding course.

Riders can practice riding, making riding decisions and become comfortable with other road users in a safe place. Building a memory bank of experiences on the bike makes it easier to make good decision in unfamiliar circumstances.

The centre intersection can be altered to change the priority direction or to make it an unsigned intersection.

Students may be assigned as 'school crossing supervisors' or 'traffic controllers' around the outside of the course. They may present riders with 'Stop' signs at some locations, requiring riders to stop.

It is best for the teacher to be present predominantly at the centre intersection, as this is the most complex.

Sit students down and briefly revise the road rules:

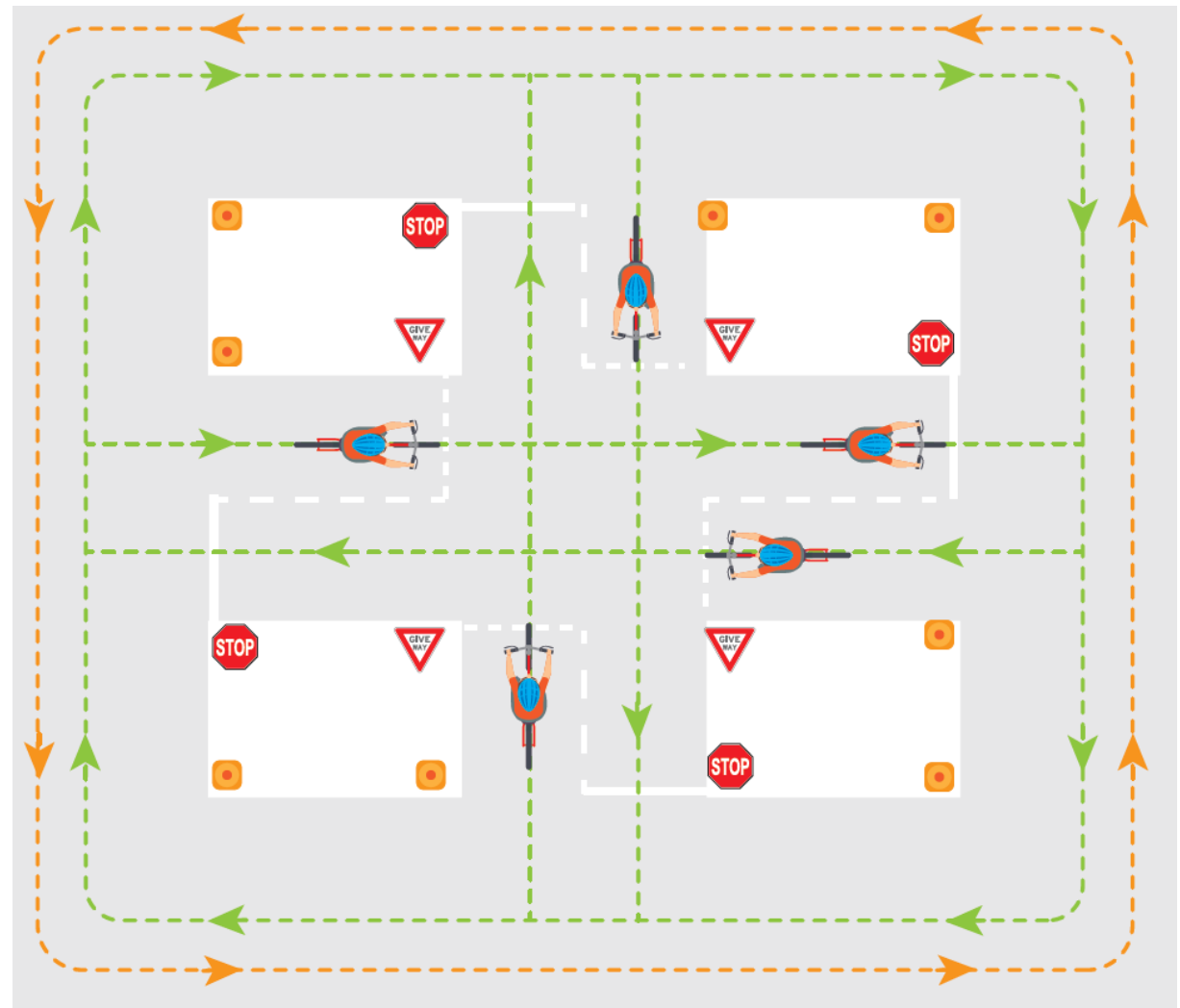
- Set up the practice intersection course.
- Walk through the intersection course without bikes, demonstrating how to behave at the T-intersections and the cross-intersections, as per the previous class.
- Riders will ride around the intersection (clockwise). They may enter the intersection at any of the four arms.
- Students may choose to ride any path around or through the course.

Modifications

Less confident riders may ride around the outside only, as it is easier. They can choose to ride through the middle once they have gained confidence.

Progressions

- Students not riding can be 'lollipop people' at various points around the outside of the course.
- 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.



Teaching points

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?

Equipment

Cones or line marker, and stop and giveaway signs.

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

Safety

- Keep two bike lengths distance between bike riders.
- Non-riders or helpers are to stay off the riding areas.
- Limit riding to a safe speed.