

# Lesson 10: Long group ride

## 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 5 and 6 (age range 10-13 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 tenth and final lesson for Unit 3 – Getting ready to ride on the road.  
Suggested lesson duration: 90 minutes.



### LEARNING INTENTIONS

- For students to safely apply bike skills in an off-road environment.



### SUCCESS CRITERIA

- Follows instructions and works as a group during the outside ride.
- Demonstrates bike and safety skills during the outside ride.
- Reflect on their own safe experiences and learning from Bike Ed.



### EQUIPMENT

Bicycles (one per student), helmets (one per student), cones, completed permission slips, whistle, high visibility vests.





**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)**

VC2HG6S02 locate, collect and organise information and data from primary and secondary sources, including from fieldwork.

**(HPE)**

VC2HP6M01 adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings.

VC2HP6M02 transfer familiar movement strategies to different movement situations.

VC2HP6M03 investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.

VC2HP6M06 participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participation.

VC2HP6M10 participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

**ACHIEVEMENT STANDARD (EXTRACT)**

**(Geography)**

By the end of Level 6, students:

- develop questions, and locate, collect and organise information and data from a range of primary and secondary sources

**(HPE)**

By the end of Level 6, students:

- refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. They propose strategies to promote safe physical activity participation that enhance health and wellbeing.



**LEVEL 5 – 6 RUBRIC: BIKE ED**

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can identify safety issues with theirs and others' bikes, clothing or equipment.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest some practical solutions to improve safety.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety.
Students can perform a head scan and use hand signals safely at all times whilst maintaining control of the bike (in a simulated school environment).	Students demonstrate successful communication to other riders whilst within 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).

*Continued overleaf.*



LEVEL 5 – 6 RUBRIC: BIKE ED (Continued)

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs (in a simulated school environment).	Students obey all road safety rules in a simulated school environment (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).
Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed) (in a simulated school environment) Students can follow instructions and work as a group in the outside school grounds ride.	Students obey all road safety instructions and norms in a simulated school environment (follows all instructions from the teacher, ride in single file and does not overtake unless instructed, maintains safe space between riders (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 (two bike lengths)).
Students can identify and mitigate hazards in a simulated school setting.	Students can identify and mitigate some hazards in a community setting with assistance.	Students can identify and mitigate hazards in a community setting with assistance.
Students can plan a safe travel route with assistance (including identifying some hazards) in their community.	Students can plan a safe travel route using one form of technology and other information (with teacher assistance).	Students can plan a safe travel route using a range of technologies and information (with teacher oversight).



**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 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 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:

**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.

**Key Questions**

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?
- Why do we do a bike check before we ride?



## LESSON PLAN

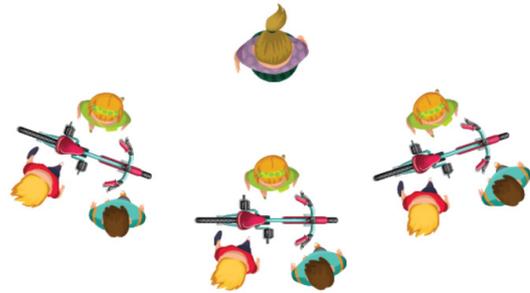
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- A. Is there air in the tyres? Squeeze the tyre walls.
- B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- C. Does the chain move smoothly? Inspect the chain and move the pedals.
- D. Is anything loose on the bike? Check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



## Activity 1. Moving into pairs and single file.

Approx. 10 minutes

### Resource Requirements

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

### Safety

- Maintain at least a bicycle length between each other when in single file.
- Smooth braking to prevent collisions.

### Activities & Differentiation

This is a revision of the activity covered in Unit 3, Lesson 7.

#### "Double up!"

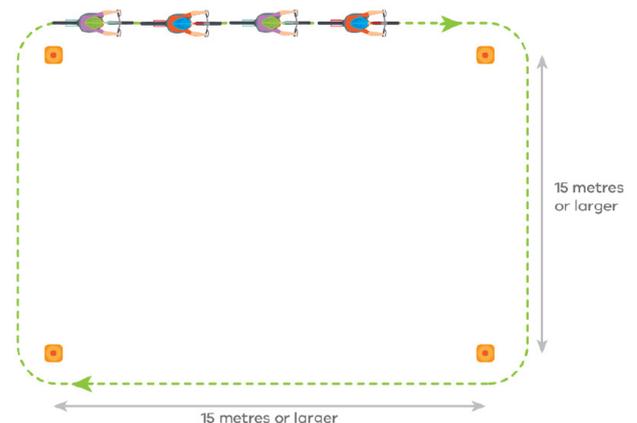
When you hear the command "Double up!", bike riders will move from single file into pairs. The process:

- The first rider/leader should do a head-check first to make sure it is still safe to move to double file.
- Communicate this to riders behind them. They will call out the words "Double up!" so that people behind can hear them, and this message should be passed back through the group.
- The first, and then every second (alternating) rider will move to the right (into the traffic lane).
- The rider that was behind them will then move up to be on their left.
- Each pair should then move up to close the gap to the pair in front of them.

#### "Single file!"

When you hear the command "Single file!", bike riders will move from pairs into single file. They do this by:

### Activity Setup



### Teaching Points

Different road environments may require different ways of riding as a group. In quiet streets, riding in pairs as a group may be preferable to keep the group together however, where road/path space is tight, it may be better to be in single file.



## LESSON PLAN

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- Communicating this to riders behind them. They will call out the words "Single file!" so that people behind can hear them, and this message should be passed back through the group.
- Riders on the left will slow down to create gaps.
- Riders on the right will continue straight and move ahead of the rider that was previously to their left, and then move left into the gap left by that rider.

Complete this process slowly on bicycles around a simple and familiar track. The calls should begin with the leader.

### Modifications

- If the space is confined, the group sizes can be limited, or the group split in multiple groups.
- Less confident students can begin in smaller groups and then progress into larger groups.
- If students are nervous about attempting this on bicycles, walk slowly through the processes first, before progressing bicycles. Revisit Lesson 7 for more ways of modifying this activity for students who are unsure of the process.

### Progressions

- Students may lead the activity once they have gained confidence, calling out the commands and signals.

Note: It can be safer to be in double file as a group where it would not be safe for a car driver to overtake a single line of riders, such as through roundabouts or queuing at intersections. This also then halves the length of the group and therefore time taken when a car driver does find a safe place to overtake the group.

### Key Questions

Why is it so important to signal what we are doing on the road?

- Predictable for our group members and other road users.

When would we want to change from single to doubled up riding? And vice versa?

- When there is little road space, we should ride single file. This allows cars to comfortably pass whilst leaving a gap.
- When there is ample road space, doubling up is good because it allows the group to be closer together which makes communication easier.

What challenges did you find when doing the activity?

- Hard to hear? Need to be assertive with our commands.

## 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

### Key Questions

- Call for questions.
- Thumbs up/down/sideways for understanding.



**Activity 3. Long group ride.**

Approx. 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.
- 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.

**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.

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.

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.

**Key Questions**

- What do I expect to see when I'm doing the ride?
  - Roundabouts, parked cars, traffic, etc.?
- 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 cycling improvement.  
Encourage students to continue with their riding outside of class time.  
Thumbs up/down/sideways for their overall effort and achievements in Bike Ed Unit 3.

**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?

