

Year Level: **Years 3 and 4**  
Unit 2: **Getting ready to ride on paths**  
Lesson 6: **Intersections**

Date:



**Lesson approach**

This is the sixth of ten lessons for Unit 2 – Getting ready to ride on paths. This lesson is 45 minutes long.

**Curriculum links**

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)
- Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
- Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)
- Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)
- Perform movement sequences which link fundamental movement skills (VCHPEM098)
- Adopt inclusive practices when participating in physical activities (VCHPEM102)

**Learning intentions and success criteria**

**Learning intention**

- Understands what to do when faced with a variety of intersections.
- Can pick safe gaps in traffic with other bike riders and road users.

**Success criteria**

- Can determine the vehicle priority in an intersection with guidance from the teacher.
- Can safely pilot a bicycle through an intersection with guidance from the teacher.

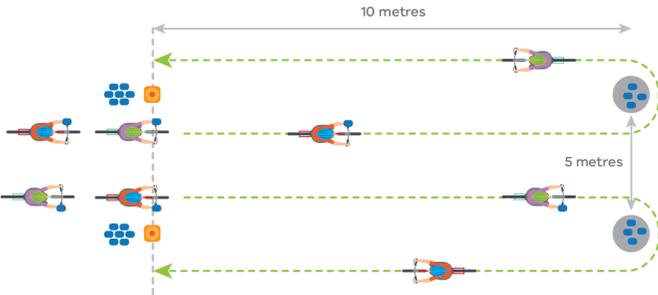
**Equipment**

Bikes, helmets, cones, stop and give way signs.

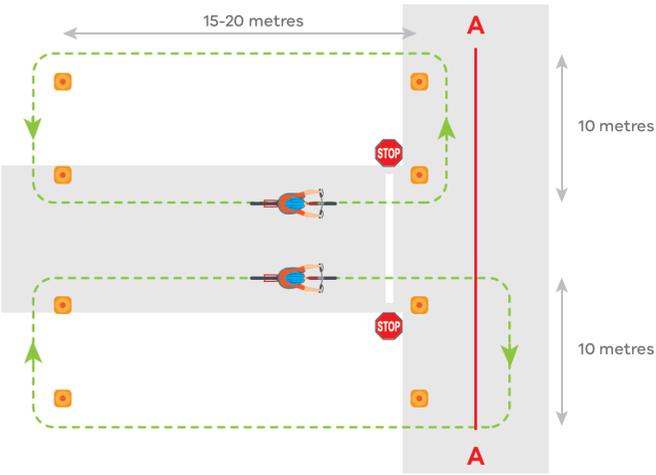


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student).</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Dropping the bike should only be from a very small height (approx. 10cm).</li> <li>• If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</li> <li>• Ensure bike seats are at the appropriate height for the student.</li> </ul>	<p><b>Helmet check</b></p> <p>Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes</p> <ul style="list-style-type: none"> <li>• Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.</li> <li>• Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to reduce risk of catching in the chain. Shoes are sturdy, close toed and non-slip, for stopping and protection</li> <li>• Students will put on their own helmets.</li> </ul> <p><b>ABCD bicycle check</b></p> <p>Each student completes a check of their bicycle, as led by the teacher, the ABCD check is as follows:</p> <p>A. Is there air in the tyres? Squeeze the tyre walls.</p> <p>B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.</p> <p>C. Does the chain move smoothly? Inspect the chain and move the pedals.</p> <p>D. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).</p> <p><b>Attitude check</b></p> <p>Try your best, have fun, respect others.</p>	<p>We must always wear a helmet when on a bike because it protects our head and our very important brain.</p> <p>It is important for the helmet to be fitted correctly, otherwise it won't work.</p> <p>Make sure that the helmet fits snugly on the head. If it's the wrong size (too big 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.</p> <p>If we aren't dressed properly then we can't be seen easily, so there is an increased risk that a vehicle might run into us.</p> <p>We must check the bike before we ride. If the bike has a problem, it might be unsafe to ride on.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Why do we wear a helmet?</li> <li>• Why do we do a bike check before we ride?</li> <li>• What are the best ways to make sure that cars, trucks busses and other riders and road users can see you?</li> </ul>	<p>Helmet and bike cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>

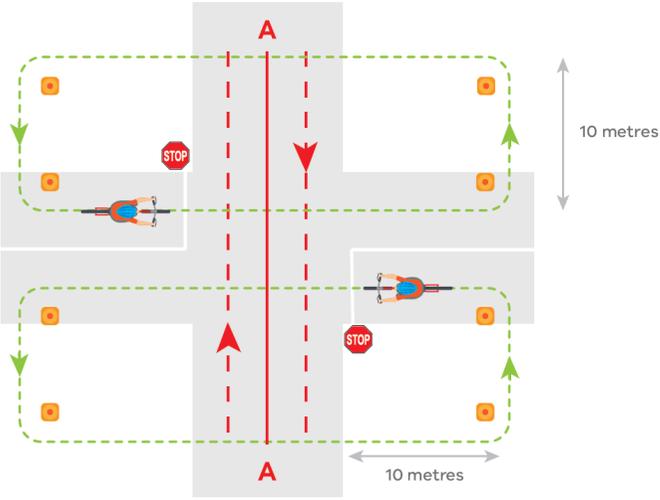


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student), cones, and bean bags/scarves.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between riders.</li> <li>• Reduce the number of riders on the course at the same time if space cannot be provided.</li> </ul>	<p><b>Warm up game: Bean bag drop</b></p> <ul style="list-style-type: none"> <li>• Set up cones approximately 10 metres apart, as per the diagram.</li> <li>• Groups of students will line up behind each cone and take a bean bag from one cone and drop it in a bucket/hoop at the other end. <ul style="list-style-type: none"> <li>• The team that drops the most bean bags into the bucket within the allocated time is the winner.</li> </ul> </li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• You may set up multiple buckets, with the near bucket being worth one point and the further one being two points.</li> <li>• You may allow multiple bean bags to be carried, but all points are lost for each that is dropped or misses the bucket – essentially the tally starts again.</li> <li>• If students are struggling to hold the bean bag, they may put it in their pocket and stop at the hoop, if necessary.</li> <li>• Students may also use scarves if they are feeling less confident.</li> </ul>	<p>This activity will require one handed riding. Riding one handed, requires that the riding will be slow and steady, with a strong grip on the handlebars.</p> <p>This is excellent practice for signaling on the road.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• How will I carry the bean bag?</li> </ul>	
3 mins	<p><b>Equipment</b></p> <p>Stop sign, give way sign, and traffic light sign.</p> <p><b>Safety</b></p> <p>N/A</p>	<p><b>Road rule revision</b></p> <p>Sit students down and provide a brief recap of the road rules:</p> <ul style="list-style-type: none"> <li>• Stop signs</li> <li>• Give way signs</li> <li>• Traffic lights</li> <li>• Crossing the road</li> <li>• Riding on the footpath</li> </ul>	<p>This is revision from the previous class.</p> <p>The most important parts for this lesson are that they know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection.</p>	

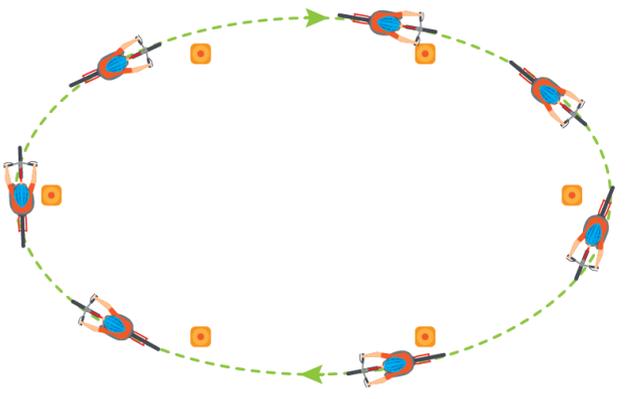


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10 mins	<p><b>Equipment</b></p> <p>Cones and stop and give way signs.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Must be completed at low speed.</li> <li>• Students must maintain at least two bike lengths distance to other bike riders.</li> </ul>	<p><b>T-intersections</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Firstly, 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 proceed and turn right or left.</li> <li>• The course may be set up so 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.</li> <li>• The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• The teacher may call 'left' or 'right' when students approach the stop line, to indicate the direction they should turn.</li> <li>• The teacher may wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.</li> </ul> <p><b>Progressions</b></p> <p>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.</p>	<p>When students approach the intersection on a bike, they should do the same thing that they do as a pedestrian.</p> <ul style="list-style-type: none"> <li>• Stop</li> <li>• Look</li> <li>• Listen</li> <li>• Think</li> </ul> <p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.</li> </ul> <p><b>Key questions</b></p> <p>Why do we stop at the stop line?</p> <ul style="list-style-type: none"> <li>• It's the law.</li> <li>• So that others can safely predict our behaviour. Safe, predictable behaviour means that people can avoid us on the road.</li> <li>• To give us time to make a safe decision at the intersection, such as picking a safe gap to ride into.</li> </ul>	<p>Teacher assessment of student decision making at the intersection.</p>

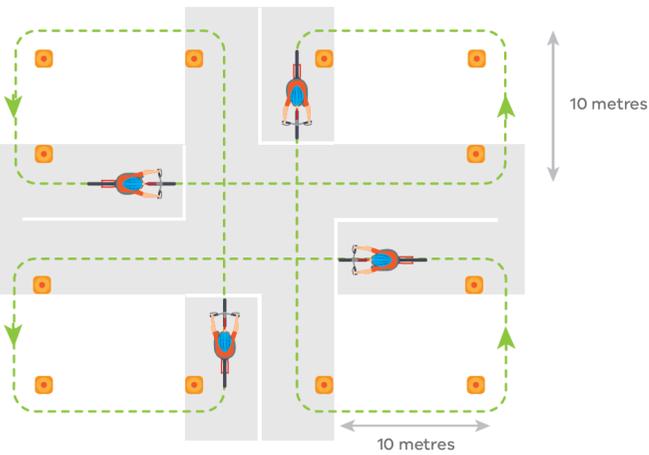


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10 mins	<p><b>Equipment</b></p> <p>Cones and stop and give way signs.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Must be completed at low speed.</li> <li>• Students must maintain at least two bike lengths distance to other bike riders.</li> <li>• Pedestrians must walk at a consistent speed to provide predictability for bike riders.</li> <li>• Pedestrians should be wearing brightly coloured clothing.</li> </ul>	<p><b>Cross-intersections</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Firstly, 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 proceed though to turn right or turn left.</li> <li>• The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.</li> <li>• 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.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• The course may be set up so that there is one lane approaching the intersection and students may turn either left or right or continue straight.</li> <li>• The teacher may call 'left', 'right' or through when students approach the stop line, to indicate the direction they should turn.</li> <li>• The teacher may wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.</li> </ul> <p><b>Progressions</b></p> <p>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.</p>	<p>Students should be approaching this intersection in the same way they as the T-intersection, except that there is an extra intersection exit.</p> <p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.</li> </ul> <p><b>Key questions</b></p> <p>Who goes first?</p> <ul style="list-style-type: none"> <li>• At the intersection, those at the stop sign must wait.</li> </ul> <p>If there are two people opposite each other at the stop sign, the person turning right must wait until the other people have gone.</p>	<p>Teacher assessment of student decision making at the intersection.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
8 mins	<p><b>Equipment</b></p> <p>Bicycles, helmets (one per student) and cones or non-slip ground marking.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Students must maintain at least two bike lengths distance to other bike riders.</li> <li>Must be completed at low speed.</li> </ul>	<p><b>Game: Musical bikes</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Any bikes that make contact with each other will both be out.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>Instead of playing music, it can be when the teacher blows a whistle.</li> <li>If there is limited space the number of bike riders playing at any time can be limited.</li> <li>Those who are out could ride outside the loop in the opposite direction to be judges.</li> </ul>	<p>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.</p> <p>Requires students to manage other riders around them and ride in a controlled way at low speed.</p> <p>Students will often want to pull on the brake as hard as possible. Encourage students to slowly and smoothly squeeze the brake lever or apply the footbrake.</p> <p><b>Key questions</b></p> <p>How do we do this safely?</p> <ul style="list-style-type: none"> <li>Low speed</li> <li>Safe attitude</li> </ul>	Teacher assessment of student decision making at the intersection.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p><b>Equipment</b></p> <p>Cones, and stop and giveaway signs.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Must be completed at low speed.</li> <li>• Students must maintain at least two bike lengths distance to other bike riders.</li> </ul>	<p><b>Unsigned Intersection</b></p> <ul style="list-style-type: none"> <li>• This activity will involve students riding their bicycles through an unsigned intersection.</li> <li>• 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.</li> <li>• Explain that, at roundabouts or intersections without signs, we <u>give way to the rider (or vehicle) on your right</u>. Demonstrate this with volunteers.</li> <li>• Have the students walk their bikes through the course slowly, showing them how to give way as they do so.</li> <li>• The teacher should be at the intersection, observing and providing feedback to students as they negotiate the intersection.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• You may add non-riders with 'stop signs' (like a school crossing supervisor) at points around the outside of the circuit.</li> <li>• May wish to limit the number of bike riders using the intersection at first to allow easier gaps to be picked.</li> </ul> <p><b>Progressions</b></p> <p>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.</p>	<p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready.</li> </ul> <p><b>Key questions</b></p> <p>Who goes first?</p> <ul style="list-style-type: none"> <li>• If there are no signs, <b><u>you must give way to the rider coming from your right.</u></b></li> </ul>	<p>Teacher assessment of student decision making at the intersection.</p>
2 mins		<p><b>Debrief</b></p> <p>What worked well and what were the challenges in riding the intersections?</p> <p>What are some tricks you might give to other students to help them in intersections?</p> <p>Thumbs up/down/sideways: for understanding requirements at each intersection.</p>	<p>Provide scenarios that were practiced and ask how to respond.</p> <p>What do we do at a T-intersection? Who has priority/right of way?</p> <p>What do we do at a cross-intersection? Who has priority/right of way?</p> <ul style="list-style-type: none"> <li>• The person facing the stop/give way sign/ red light must give way.</li> </ul> <p>What do we do at an unsigned intersection?</p> <p>Give way to the bike rider or car on your right.</p>	<p>Thumbs up/down/sideways.</p> <p>Response to understanding questions.</p>

