

Unit 3 overview

Getting ready to ride on the road



Teaching time: 8.25 hours

There are ten lessons in total. This unit is designed to be delivered in nine 45-minute lessons and the final lesson is 90 minutes long as it includes a group ride outside of the school.

Curriculum links

- Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point, and source, using digital and spatial technologies as appropriate (VCGGC089)
- Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations, and conclusions that use geographical terminology (VCGGC090)
- Plan and practise strategies to promote health, safety, and wellbeing (VCHPEP108)
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)
- Practise specialised movement skills and apply them in different movement situations in indoor, outdoor, and aquatic settings (VCHPEM115)
- Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)

Approach to using the lesson plans

The lessons should be delivered in order, as content builds upon previously gained skills and knowledge. The lessons can be scheduled in a flexible way that suits your school. For example, you could conduct one lesson per week, over the course of a term or in a more concentrated schedule over a week or two, culminating in a final community ride. Bike Ed has been designed to be flexibly incorporated into your school calendar. If you choose to do more than one lesson in a row you could drop the helmet and ABCD check for the second lesson.

This unit includes two group rides outside of the school grounds

You will need to have at least two teachers or volunteers (e.g., a parent) for the first 20 students and one teacher (or volunteer) per 10 students thereafter. At least one teacher or volunteer must be an accredited Bike Ed instructor for the ride. <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.

Lesson	Lesson title	Learning intentions	Activities	Assessment
1	Setting out Bike Ed and riding stations (part 1)	<ul style="list-style-type: none"> To understand the road safety context for riding, including the road rules affecting bike riders. To understand how to correctly fit helmets and conduct a bike check, as well as understand their importance. To work independently to improve bike riding skills and confidence. 	<p>Tuning in activity. Non-bike warm up game: Octopus</p> <p>Activity 1. Brain storming bikes and benefits. What do we know about bikes? Pathway to community ride outside school. Revision of important bike related road rules.</p> <p>Activity 2. Revision: Helmets, ABCD check, clothing, parts of the bike.</p> <p>Activity 3. Straight line and slalom riding.</p> <p>Activity 4. Riding stations.</p> <p>Set up the seven stations and walkthrough activity. Separate students into seven different groups. Each group will rotate through two of the riding stations in Lesson 1 and the remaining five in Lesson 2 (seven station rotations in total). Use the riding station activities for Lesson 1 and 2 guide.</p> <p>Find your bike buddy and hand out the self-assessment sheets.</p> <p>Five minutes at each station (two stations rotations to be completed this lesson).</p> <ol style="list-style-type: none"> Slow ride – Record maximum time to complete 10m ride. Single push – Record maximum distance completed with a single push Slalom – Record minimum distance between cones without touching Catch the ball – Count number of times you can catch a small beanbag whilst riding (thrown by a partner in a 10m ride). Hit the spot – Record number of spots hit within the area without going out of bounds. Straight line riding – Record maximum distance covered without leaving the line on the ground. Stop and go – Rider will ride into a 2m x 2m box, come to a complete stop and ride off without touching the ground. <p>Reflection & closure. Questioning on learning intentions. Thumbs up/down/sideways for enthusiasm for Bike Ed.</p>	<ul style="list-style-type: none"> Road rules questions. Teacher observation of helmet check and ABCD check. Student self-assessment sheets. End lesson thumbs up/down. Responses to learning intention questions.

Lesson	Lesson title	Learning intentions	Activities	Assessment
2	Riding stations (part 2) and pre-intersections	<ul style="list-style-type: none"> To work independently to improve bike riding skills and confidence. To be able to assess one's strengths and weaknesses as a bike rider. To begin to understand basic road concepts like priority. 	<p>Tuning in activity. Helmet check. ABCD check.</p> <p>Activity 1. Warm up activity: Minefield</p> <p>Activity 1. Quick reminder walkthrough of each station (7 in total). Find your bike buddy and self-assessment sheets. Five minutes at each station. Complete five remaining stations this lesson. Use the riding station activities for Lesson 1 and 2 guide.</p> <p>Activity 2. Sharing the road. Brief discussion about basic road rules and the concept of giving way to others.</p> <p>Activity 3. Figure 8 riding.</p> <p>Reflection & closure. Raise hands to indicate the easiest and most difficult stations. What do you need to work on?</p>	<ul style="list-style-type: none"> Teacher observation of helmet check and ABCD check. Student self-assessment sheets. Class responses to questions.
3	Intersections	<ul style="list-style-type: none"> To understand the road safety context for riding, including the road rules affecting bike riders. Understands what to do when faced with a variety of intersections. Can pick safe gaps in traffic with other bike riders and road users. 	<p>Tuning in activity 1. Helmet check. ABCD check.</p> <p>Activity 1. Short bike game: Long roll</p> <p>Activity 2. T-intersection rule discussion, walkthrough and practice</p> <p>Activity 3. Cross-intersection and roundabout walkthrough and practice</p> <p>Activity 4. Unsignalised intersection and roundabout walkthrough and practice.</p> <p>Extra. Intersection course.</p> <p>Reflection & closure. Thumbs up/down/sideways for understanding requirements at each intersection.</p>	<ul style="list-style-type: none"> Teacher observation of helmet check and ABCD check. Teacher assessment of student decision making at the intersection. End lesson thumbs up/down. Response to teacher questions.
4	Intersections and road skills	<ul style="list-style-type: none"> To gain confidence riding with other bike riders and managing hazards. To work independently to improve bike riding skills and confidence. To understand how to make safe movements into and along roads. 	<p>Tuning in activity. Helmet check. ABCD check.</p> <p>Activity 1. Bike Warm up game: Figure 8 riding.</p> <p>Activity 2. On road safety (observations out on the road):</p> <ul style="list-style-type: none"> Turning right (3 different options) Car dooring Safely entering the road <p>Activity 3. Intersection course.</p> <p>Reflection & closure. Thumbs up/down/sideways for confidence dealing with intersections.</p>	<ul style="list-style-type: none"> Demonstration of safe cycling behaviours. Class responses to questions.

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5	Riding stations (part 3)	<ul style="list-style-type: none"> To work independently to improve bike riding skills and confidence. To be able to assess one's strengths and weaknesses as a bike rider. 	<p>Tuning in activity. Helmet check. ABCD check.</p> <p>Activity 1. Warm up game: Minefield.</p> <p>Activity 2. Quick walkthrough of each station (5 in total). Find your bike buddy and self-assessment sheets. Five minutes at each station. Complete five stations this lesson. Use the riding stations activities for Lesson 5 as a guide.</p> <ol style="list-style-type: none"> Paper drop – Record the number of balls dropped into bins/ hoops without dropping any. Chicane – Record the minimum diameter of a full 180-degree turn made. Track stand – Record the maximum time standing still on the bike without putting a foot on the ground. Braking – With a 10m run up, record the time taken after crossing the line until the stop line, 3m on. Must stop exactly on the line to count. Circles – Record the number of times the pair overtake each other (must pass on the right) within 20m. <p>Reflection & closure. Raise hands to indicate the easiest and most difficult stations. Reflection: What do you need to work on?</p>	<ul style="list-style-type: none"> Teacher observation of helmet check and ABCD check. Student self-assessment sheets. Class responses to questions.
6	Hazards	<ul style="list-style-type: none"> Understands hazards and can identify potential hazards on the road. Knows how scan for hazards in pictures and videos in a classroom setting. Knows the ways to react to hazards to reduce danger. 	<p>Introduction. Discussion on what road hazards are. Class brainstorming of potential hazards on bike paths and roads.</p> <p>Activity 1. Point of view video (hazards on paths) to review bike path hazards. Students identify the hazards they see in the video.</p> <p>Activity 2. Point of view video (hazards on roads) of a bike rider riding on the road. Watch the journey and Think/Pair/Share hazards, including the most dangerous and most difficult to see.</p> <p>Activity 3. Road hazards worksheet. Students will identify hazards and create their own hazard scenarios.</p> <p>(Extra). Blank hazard scene worksheet. Students can create their own street scene of hazards.</p> <p>(Extra). Bike game – If you wish to have a riding component, choose a bike game to complete.</p> <p>Reflection & closure. Run through worksheet. Thumbs up/down/ sideways for confidence identifying and avoiding hazards on a bike.</p>	<ul style="list-style-type: none"> Collated hazard responses. Worksheet on hazard identification and evasion. Hazard scenario stories. End lesson Thumbs up/down.

Lesson	Lesson title	Learning intentions	Activities	Assessment
7	Group riding skills	<ul style="list-style-type: none"> To gain confidence riding with other bike riders and managing hazards. To be able to safely ride in single file or two abreast, maintaining safe distances. To be able to ride in different group formations. 	<p>Tuning in activity 1. Helmet check. ABCD check.</p> <p>Activity 1. Intersection course warm up.</p> <p>Activity 2. Riding single file and in pairs. Walkthrough switching between single file and pairs.</p> <p>Activity 3. Signaling and voice commands as a group.</p> <p>Activity 4. Follow the leader group practice.</p> <p>Activity 5. Bike game: Ride the gauntlet.</p> <p>Reflection & closure. Thumbs up/down/sideways for understanding lesson and confidence in applying skills.</p> <p>Administration for next lesson: Collect permission slips from students. Risk assessment to be completed and approved by the school.</p>	<ul style="list-style-type: none"> Teacher observation of helmet check and ABCD check. End lesson thumbs up/down.
8	Short group ride	<ul style="list-style-type: none"> Building confidence for the upcoming community ride. Can apply bike skills in a low traffic environment. Gains an initial understanding of an on-road riding. 	<p>Tuning in activity 1. Helmet check. ABCD check.</p> <p>Activity 1. Warm up game: Intersection course.</p> <p>Activity 2. Pre-ride briefing and group ride (outside school)</p> <p>Activity 3. Debrief. What surprised you and what was interesting? What hazards were there and how did you deal with them?</p> <p>Reflection & closure. What surprised you and what was interesting? What hazards were there and how did you deal with them? Thumbs up/down/sideways for confidence doing the next community ride.</p>	<ul style="list-style-type: none"> Teacher observation of helmet check and ABCD check. Teacher observation of bike skills during ride. Debriefing. Student thoughts. End lesson thumbs up/down.
9	Planning to avoid hazards	<ul style="list-style-type: none"> To be able to identify potential road hazards and road environments online. To be able to plan a trip to avoid or minimise hazards. To be more familiar with the upcoming community ride route. 	<p>Tuning in activity 1. Students write down the hazards they saw in the last ride and where they saw them. Share some of them with the class.</p> <p>Activity 1. Show a map of the route for the community ride. A teacher led discussion of the most hazardous parts of the ride (intersections etc.). The teacher will guide students through some hazardous parts of the ride on Google Street View. Students are to markup paper map of the ride with important hazards.</p> <p>Activity 2. Take a 'virtual ride' of the community ride route on Google Street View by following the map.</p> <p>Activity 3. Students complete a worksheet to identify hazards and creating a story for a hypothetical ride.</p> <p>(Addition). Riding practice: Follow the leader.</p> <p>Reflection & closure. Thumbs up/down/sideways for confidence knowing the hazards for the community ride.</p>	<ul style="list-style-type: none"> List of hazards from the short ride. Marked community ride map for hazards and types. Worksheet of hazards and riding story. End lesson thumbs up/down.

Lesson	Lesson title	Learning intentions	Activities	Assessment
10	Long group ride (90 minutes)	<ul style="list-style-type: none"> • Can demonstrate bike skills and hazard perception in an on-road environment. • To plan and practise strategies to promote health, safety and wellbeing. 	<p>Tuning in Activity 1. Helmet check. ABCD check.</p> <p>Activity 1. Warm up game: Snake riding.</p> <p>Activity 2. Pre-ride briefing.</p> <p>Activity 3. Group ride outside school.</p> <p>Activity 4. Debrief. Written reflection. What did you learn from the ride? What did you learn from the program?</p> <p>Activity 5. Present licences for successfully completing Bike Ed Unit 3</p> <p>Reflection & closure. Student written reflection. Thumbs up/down/sideways for whether they are a better/more confident bike rider now compared with before the program.</p>	<ul style="list-style-type: none"> • Teacher observation of helmet check and ABCD check. • Teacher observations from ride. • Written reflection. • End lesson thumbs up/down.