

Year Level: **Years 5 and 6**  
Unit 3: **Getting ready to ride on the road**  
Lesson 7: **Group riding skills**

Date:



**Lesson approach**

This is the seventh of 10 lessons for Unit 7 – Getting ready to ride on the road. This lesson is 45 minutes long.

**Curriculum links**

Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)  
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)

**Learning intentions and success criteria**

**Learning intention**

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.

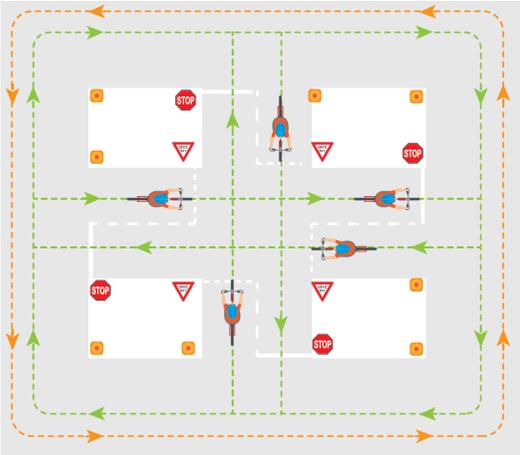
**Success criteria**

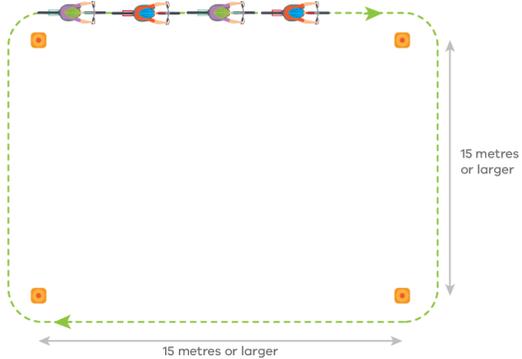
Can understand the mechanics of an intersection and safely pilot a bicycle through an intersection with minimal guidance from the teacher.  
Can safely ride in single file or two abreast, maintaining safe distances.  
Can merge and split with other riders.

**Equipment**

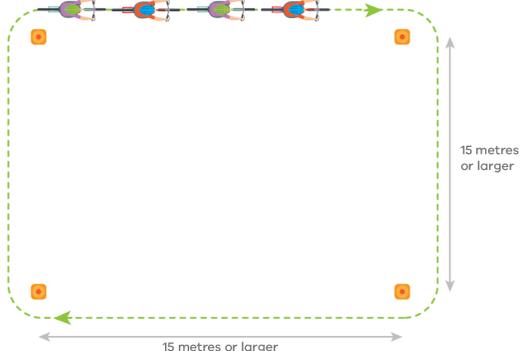
Bicycles, helmets, cones, soft foam balls, stop and give way signs, printed maps of upcoming rides.



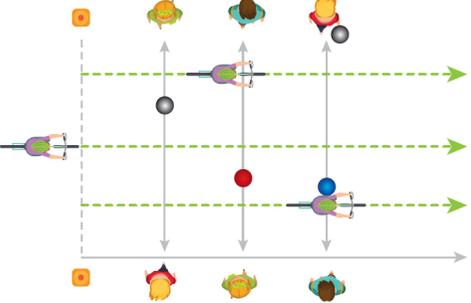
Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student)</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Dropping the bike should only be from a very small height (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. Use the bike fit guide.</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). Tighten the helmet (dial or rear strap) so that it sits snug on the head.</li> <li>Clothing is brightly coloured for good visibility. Long pants are close fitting at the base, to reduce the risk of them 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> <ol style="list-style-type: none"> <li>Is there air in the tyres? Squeeze the tyre walls.</li> <li>Do the brakes work? Squeeze each brake whilst lightly pushing the bike.</li> <li>Does the chain move smoothly? Inspect the chain and move the pedals.</li> <li>Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).</li> </ol>	<p>We must always wear a helmet when on a bike because it protects 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.</p> <p>We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.</p> <p><b>Key questions</b></p> <p>Why do we wear a helmet?</p> <p>Why do we do a bike check before we ride?</p> <p>What are the best ways to make sure that cars and other riders can see you?</p>	<p>Helmet and bike cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>
10 mins	<p><b>Equipment</b></p> <p>Cones/line marker, stop and give way signs.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Keep two bike lengths distance between bike riders.</li> <li>Non-riders/helpers are to stay off the riding areas.</li> <li>Limit riding to a safe speed.</li> </ul>	<p><b>Intersection course</b></p> <ul style="list-style-type: none"> <li>Set up course as per the diagram.</li> <li>Riders will ride around the intersection (clockwise). They may enter the intersection at any of the four arms.</li> <li>Students may choose to ride any path around or through the course.</li> </ul> <p><b>Modifications</b></p> <p>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.</p> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>Students not riding can be 'lollipop people' at various points around the outside of the course.</li> <li>The internal intersection can be modified to other types.</li> <li>Other hazards and skill stations may be placed on the external circuit, such as performing head checks/one handed riding etc.</li> </ul> 	<p>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.</p> <p>Using the intersection</p> <ul style="list-style-type: none"> <li>Students will give way to the right at the intersection.</li> <li>Signal prior to making a turn so that others know your intentions.</li> </ul> <p><b>Key questions</b></p> <p>Who has right of way at the middle intersection/side intersections?</p> <p>What will we need to do as we approach each intersection to ride safely?</p>	<p>Teacher assessment of student decision making at the intersections.</p>

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10 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>• Maintain a bicycle length between each other when in single file.</li> <li>• Smooth braking to prevent collisions.</li> <li>• Walking the bike between activities.</li> </ul>	<p><b>Signaling and voice commands revision</b></p> <p>Bring class together for instruction on key signals. See teaching points for details.</p> <p>In an open area, riders will follow in single file. The movements will be dictated by the leader and signals/commands repeated by all group members.</p> <ul style="list-style-type: none"> <li>• Begin with a predictable path, such as around the outside of a rectangular area (such as a basketball court).</li> <li>• Then progress to move randomly around the area, with left and right turns, as well as stops.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• If the space is confined, the group sizes can be limited, or the group split in multiple groups.</li> <li>• If students are less confident, the activity can commence with smaller groups and then progress later into larger groups.</li> </ul> <p><b>Progressions</b></p> <p>Students may lead the activity once they have gained confidence, calling out the commands and signals.</p>	<p>The signals are</p> <p><b>Right:</b> right arm extended horizontally.</p> <p><b>Left:</b> left arm extended horizontally</p> <p><b>Stop:</b> Right arm raised at right angles with palm facing forwards.</p> <p>Voice commands accompany these: 'Right', 'Left' and 'Stop'. These are passed from the leader to the tail of the group, as the signal and command are repeated by each group member until everyone knows.</p> <p>One of the most important parts of being a safe bike rider is being predictable to other road users.</p> <p>When riding as a group, everyone needs to behave predictably to ensure that other roads users can maintain a safe distance.</p> <p>Signaling provides other road users and group members with information, allowing your future movements to be known and conducted safely.</p> <p><b>Key questions</b></p> <p>Why is it so important to signal what we are doing on the road?</p> <ul style="list-style-type: none"> <li>• Predictable for our group members and other road users.</li> </ul> <p>Why should we leave a bike length gap between riders?</p> <ul style="list-style-type: none"> <li>• Because it takes time to react to signals, voice commands and braking, so we need a margin of safety.</li> </ul> <p>What challenges did you find when doing the activity?</p> <ul style="list-style-type: none"> <li>• Hard to hear? Need to be assertive with our commands.</li> </ul>	



Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p><b>Equipment</b> Bicycles and helmets.</p>  <p><b>Safety</b> Maintain a bicycle length between each other. Smooth braking to prevent collisions. Walking the bike between activities.</p>	<p><b>Moving into pairs and single file</b> Instruction about riding in pairs as a group and riding in single file. We need to know how to do both and how to switch between them.</p> <p><b>“Double up!”</b> When you hear the command “Double up!”, bike riders will move from single file into pairs. They do this by:</p> <ul style="list-style-type: none"> <li>• Communicating this to riders behind them. They will call out the words “Double up!” so that people behind can hear them.</li> <li>• Every second rider will accelerate and move to the left (closer to the kerb).</li> <li>• The rider immediately behind them will then move up next to (immediately right of) them.</li> <li>• Move up to close the gap between this pair and the pair in front of them.</li> </ul> <p>Walk through the process without bicycles.</p> <p><b>“Single file!”</b> When you hear the command “Single file!”, bike riders will move from pairs into single file. They do this by:</p> <ul style="list-style-type: none"> <li>• Communicating this to riders behind them. They will call out the words “Single file!” so that people behind can hear them.</li> <li>• Riders on the left will slow down and move into the gap behind their partner.</li> <li>• Riders on the right will continue straight and allow a gap for the pair in front to go single file.</li> </ul> <p>Walk through the process without bicycles.</p> <p>Once students are familiar, do this process slowly on bicycles around a simple and familiar track. The calls should begin with the leader.</p> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>- If the space is confined, the group sizes can be limited, or the group split in multiple groups.</li> <li>- If students are less confident, the activity can commence with smaller groups and then progress later into larger groups.</li> </ul> <p><b>Progressions</b> Students may lead the activity once they have gained confidence, calling out the commands and signals.</p>	<p>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.</p> <p><b>Key questions</b> Why is it so important to signal what we are doing on the road?</p> <ul style="list-style-type: none"> <li>• Predictable for our group members and other road users.</li> </ul> <p>When would we want to change from single to doubled up riding? And vice versa?</p> <ul style="list-style-type: none"> <li>• When there is little road space, we should ride single file. This allows cars to comfortably pass whilst leaving a gap.</li> <li>• When there is ample road space, doubling up is good because it allows the group to be closer together which makes communication easier.</li> </ul> <p>What challenges did you find when doing the activity?</p> <ul style="list-style-type: none"> <li>• Hard to hear? Need to be assertive with our commands.</li> </ul>	



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b> Bicycles (at least one per two students) and helmets (one per student), cones, large soft (foam) balls.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• ONLY soft foam (easily compressed) ball may be used. Other types will be a hazard.</li> <li>• Riding must be slow due to the risk of the rolling balls. Enforce this strongly.</li> <li>• Ball rolling must be slow due to the risk. Enforce this strongly.</li> </ul>	<p><b>Game: Ride the gauntlet</b></p> <p>Two teams. One team are the 'rollers' and the other team the 'riders'. The aim is to have the greatest number of bike riders reach the end without being hit by a ball.</p> <ul style="list-style-type: none"> <li>• Half the students (riders) line up at 'A' with their bikes, whilst the others (rollers) line up on the sidelines with the balls.</li> <li>• 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.</li> <li>• If a roller's bike is hit by a ball, then they do not score a point when they complete the lap.</li> <li>• A point is scored for every rider to reach the end line without being hit, approximately 20 metres away.</li> <li>• Swap the rollers and the riders regularly, keeping score of the number of riders that score.</li> </ul> <p><b>Modifications</b></p> <p>May have game go for a predetermined time instead, counting the number of riders that make it to the end point, then returning to the start.</p>	<p>Provide a speed limit and penalise riders exceeding it by subtracting a point from their team.</p> <p>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.</p> <p><b>Key questions</b></p> <p>What are the skills we need to use in this game? How does this relate to riding in the real world?</p>	
5 mins	<p><b>Equipment</b> N/A</p> <p><b>Safety</b> N/A</p>	<p><b>Debrief</b></p> <p>What are the keys to riding in a group?</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Space</li> <li>• Predictability</li> </ul> <p>Hand out route maps to students in preparation for the upcoming rides.</p> <p>Thumbs up/down/sideways: How comfortable are you riding in a group?</p> <p><b><u>Make sure that all permission forms have been returned prior to the rides and that a risk assessment has been undertaken and approved.</u></b></p> 		Thumbs up/down/sideways

