

Year Level: **Years 7 and 8**
Unit 4: **Riding independently**
Lesson 3: **Intersections**

Date:



Lesson approach

This is the third of eight lessons for Unit 4 – Riding independently. This lesson is 45 minutes long.

Curriculum links

Evaluate strategies to manage personal, physical, and social changes that occur as they grow older (VCHPEP124)
Investigate and select strategies to promote health, safety, and wellbeing (VCHPEP126)
Plan and use strategies and resources to enhance the health, safety, and wellbeing of their communities (VCHPEP130)
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)
Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)

Learning intentions and success criteria

Learning intention

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 other road users.

Success criteria

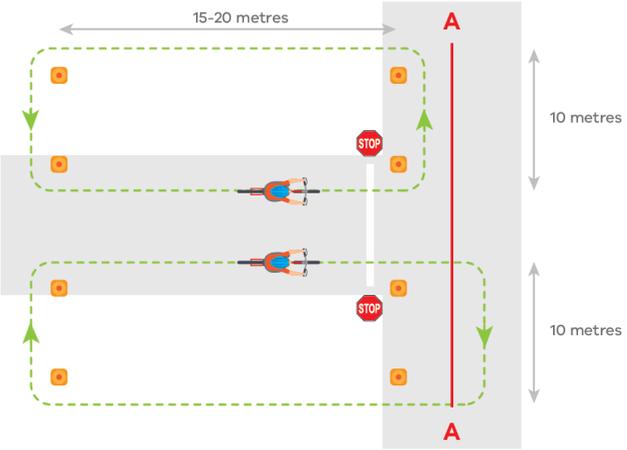
Can recognise road rules and road signs, know their meaning and the required bike rider response to them.
Can determine the vehicle priority in an intersection with minimal guidance from the teacher.
Can safely pilot a bicycle through an intersection with minimal guidance from the teacher.

Equipment

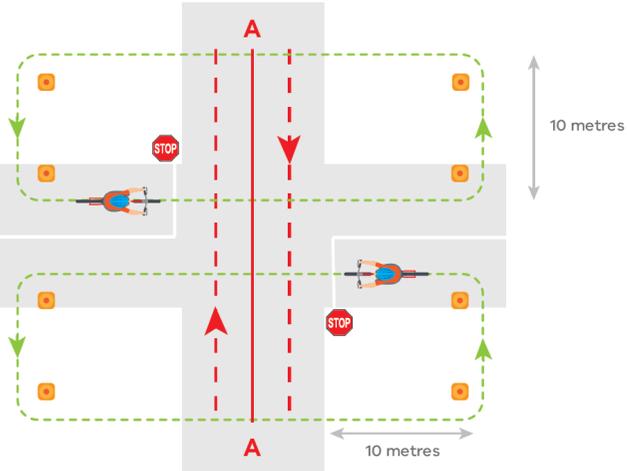
Bicycles, helmets, cones, measuring tape, and stop and give way signs.



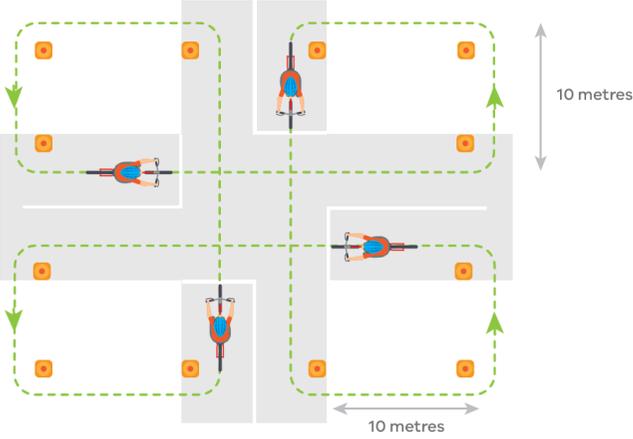
Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student).</p>  <p>Safety</p> <ul style="list-style-type: none"> Dropping the bike should only be from a very small height (approx. 10cm). If using a class set of helmets, ensure that the helmets have been cleaned for hygiene. Ensure bike seats are at the appropriate height for the student. Use the Bike fit guide. 	<p>Helmet check</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"> 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. 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. Students will put on their own helmets. <p>ABCD bicycle check</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"> Is there air in the tyres? Squeeze the tyre walls. Do the brakes work? Squeeze each brake whilst lightly pushing the bike. Does the chain move smoothly? Inspect the chain and move the pedals. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike). 	<p>We must always wear a helmet when on a bike because it protects our very important brain. It is important 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.</p> <p>Key questions</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. Students check their own clothing and note where they can improve.</p>
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), and cones.</p>  <p>Safety</p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p> 	<p>Tortoise game: Slow ride</p> <ul style="list-style-type: none"> 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. <p>Modifications</p> <p>Students that put a foot on the ground keep doing the race, but just can't win.</p>	<p>Tips for this race include maintaining good posture, doing half pedals, and not coming to a complete stop.</p> <p>Key questions</p> <p>Is it easier to ride slowly or at normal speed?</p> <p>What tips do you have other people to help them do the tortoise race?</p> <p>At an intersection (or approaching something difficult), how will riding slowly help us?</p> <ul style="list-style-type: none"> Gives us more time to think and assess the situation. 	<p>Speed of riders and number of disqualifications.</p>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Cones, stop and giveaway signs.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Must be completed at low speed. • Students must maintain at least two bike lengths distance to other bike riders. 	<p>T-intersections</p> <ul style="list-style-type: none"> • 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. • 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 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. <p>Modifications</p> <p>The teacher may call 'left' or 'right' when students approach the stop line, to indicate the direction they should turn.</p> <p>Progressions</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"> • 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) <p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> • Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready. <p>Key questions</p> <p>Why do we stop at the stop line?</p> <ul style="list-style-type: none"> • 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. 	Teacher assessment of student decision making at the intersection.

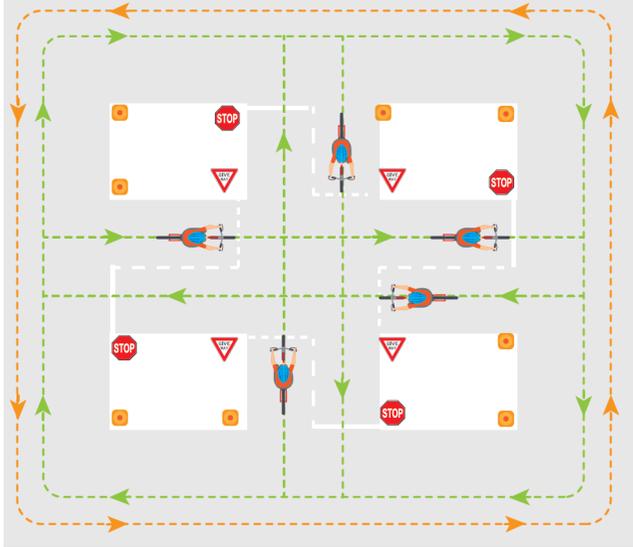


Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Cones, stop/giveway sign printout.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Must be completed at low speed. • Students must maintain at least two bike lengths distance to other bike riders. • Pedestrians must walk at a consistent speed to provide predictability for bike riders. Pedestrians should be wearing brightly coloured clothing. 	<p>Cross-intersections</p> <ul style="list-style-type: none"> • 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. • 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 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 or walkers to the intersection (moving along the red A-A line) to help students practice judging gaps in traffic. <p>Modifications</p> <ul style="list-style-type: none"> • 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. <p>Progressions</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>Who goes first?</p> <ul style="list-style-type: none"> • 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. <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> <ul style="list-style-type: none"> • 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) <p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> • Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready. <p>Key questions</p> <p>If both riders are turning right, who goes first?</p> <p>If one is turning left and one is turning right, who goes first?</p> <p>If one is turning right and one is going straight, who goes first?</p>	<p>Teacher assessment of student decision making at the intersection.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Cones and stop and giveaway signs.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Must be completed at low speed. • Students must maintain at least two bike lengths distance to other bike riders. 	<p>Unsignalised intersections (and roundabouts)</p> <ul style="list-style-type: none"> • 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 <u>give way to the rider on your right</u>. 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. <p>Modifications</p> <p>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.</p>	<p>Who goes first?</p> <ul style="list-style-type: none"> • 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. <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> <ul style="list-style-type: none"> • 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) <p>Students making decisions at the intersection.</p> <ul style="list-style-type: none"> • Provide opportunities for students to make decisions and pick safe gaps in traffic when they are ready. <p>Key questions</p> <p>If both riders are turning right, who goes first?</p> <p>If one is turning left and one is turning right, who goes first?</p> <p>If one is turning right and one is going straight, who goes first?</p>	<p>Teacher assessment of student decision making at the intersection.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p>Equipment</p> <p>Cones/line marker, stop and giveaway signs.</p>  <p>Safety</p> <ul style="list-style-type: none"> Students must maintain at least two bike lengths distance to other bike riders. Non-riders/helpers are to stay off the riding areas. Limit riding to a safe speed 	<p>Intersection course</p> <ul style="list-style-type: none"> Set up course as per the diagram. 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. <p>Modifications</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>Progressions</p> <ul style="list-style-type: none"> 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. 	<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"> Students will give way to the right at the intersection. Signal prior to making a turn so that others know your intentions. <p>Key questions</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>
5 mins	<p>Equipment</p> <p>None</p> <p>Safety</p> <p>N/A</p>	<p>Debrief</p> <p>What worked well and what were the challenges in doing the riding stations?</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? How has priority/right of way?</p> <p>What do we do at a cross-intersection? How has priority/right of way?</p> <ul style="list-style-type: none"> The person facing the stop/give way sign/ red light must give way. <p>What do we do at an unsigned intersection?</p> <ul style="list-style-type: none"> Give way to the bike rider or car on your right. 	<p>Thumbs up/down/sideways.</p> <p>Response to understanding questions.</p>

