

Year Level: **Years 7 and 8**

Unit 4: **Riding independently**

Lesson 4: **Intersections and road skills**

Date:



Lesson approach

This is the fourth 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)
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)
- 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 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.

Success criteria

- Can understand the mechanics of an intersection and safely pilot a bicycle through an intersection with minimal guidance from the teacher.
- Can undertake the riding station activities and complete the self-assessment sheets with minimal teacher assistance.
- Can demonstrate safe bike riding behaviours under supervision.

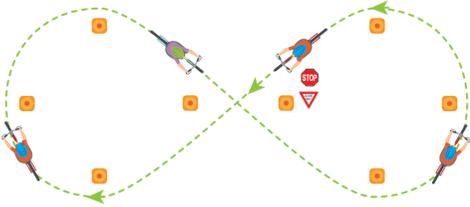
Equipment

Bicycles (at least one per two students), cones, stop and give way signs, ground marking or chalk.



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 put on our helmets before riding.</p> <p>If the helmet isn't put on correctly then it won't work properly.</p> <p>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>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.</p> <p>Students check their own clothing and note where they can improve.</p>

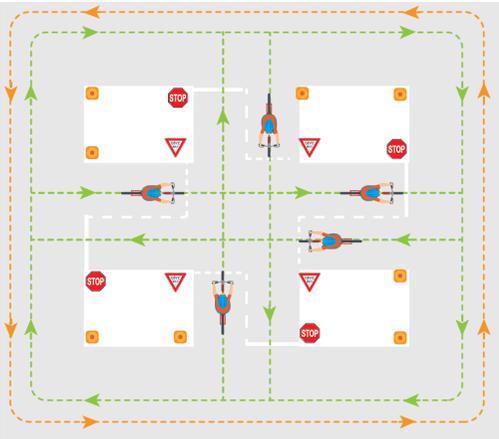


Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), cones, stop and give way signs.</p>  <p>Safety</p> <p>Ensure that other students are clear of the bikes as they are being ridden around.</p> <p>Provide ample space between riders.</p> <p>Ensure that the speed of the riders is low.</p> <p>Teachers should focus on the conflict point of the figure 8. Provide students with guidance as to appropriate gaps.</p>	<p>Sharing the road</p> <ul style="list-style-type: none"> Bring students together to talk about basic road rules. What road rules affect them as bike riders? <ul style="list-style-type: none"> Signs: Stop, give way, no entry, traffic lights. Riding on footpaths: Only allowed if you are 12 or under or riding with someone 12 or under. Helmets are mandatory. Giving way: You must give if you face a stop, or give way sign, or a line (solid or dotted) at an intersection. If there is nothing to tell you what to do (signs, lines etc.) then <u>you must give way to those on your right.</u> <p>Figure 8 riding</p> <ul style="list-style-type: none"> This demonstrates what is required when you give way. Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large, then you may wish to set up two courses. Riders will ride around the course in a single direction. At the centre intersection, riders must give way to the right. Walk through this with students. Switch riding directions at various stages. <p>Modifications</p> <p>Students struggling may wish to ride around the outside of the figure 8 instead.</p> <p>Progressions</p> <p>You may wish to include a 'Stop' or 'Give way' sign at one of the intersections, and occasionally switch the leg that will be required to give way.</p>	<p>This activity, as well as helping to practice turning, also introduces giving way on the bike.</p> <p>In the figure 8, there is a point where riders must give way. Mark this with a different coloured cone or, if available, a 'Give Way' or 'Stop' sign.</p> <p>Riders will only have to give way to the right, unless presented with a sign telling them otherwise.</p> <p>Good braking technique requires:</p> <ul style="list-style-type: none"> Keep bike straight. Good posture. Pressure on feet, slightly standing off the seat, bracing for the stopping force. Smooth pulling of the brake lever, not pulling as hard as possible. Using the correct brake. The front brake will provide most stopping power but must be used with rear brake assistance to provide smooth, safe stop. <p>Key questions</p> <p>What do we mean by 'giving way'?</p> <p>Why do we give way?</p>	<p>Class responses to questions.</p> <p>Give way decisions and behaviours in figure 8 course.</p>



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15 mins	<p>Equipment N/A</p> <p>Safety Students are to always maintain a safe distance from the road.</p>	<p>On road safety Take the students to the road in front of the school.</p> <ul style="list-style-type: none"> The road should ideally be relatively lightly trafficked with some parked cars and an intersection where cars and bike riders can make a right turn. <p>Turning right on the road At an intersection, have students observe cars turning right. Ask them how they would make the right turn.</p> <ul style="list-style-type: none"> Hand out the worksheets, which show an intersection and ask the students to draw the three different ways to make a right turn. Discuss the different ways to make right turn. If time permits, and the teacher feels safe doing so, demonstrate the right turning methods. <p>Car door hazards 'Dooring' is a major hazard for bike riders on the road. This is where occupants open the door of a parked car into the path of bike riders. This is extremely dangerous and good cycling behaviour is needed to manage it.</p> <ul style="list-style-type: none"> Explain the road safety context for managing 'dooring'. Car dooring can be managed by ensuring that you ride at least 1 metre away from the side of any parked car. <p>Safely entering the road A large proportion of crashes involving children are from bike riders carelessly entering the road from the footpath or a driveway. This is because bike riders can be difficult to see for cars (especially if there are parked cars in the vicinity) and bike riders may enter the road without sufficiently checking for road traffic.</p> <ul style="list-style-type: none"> Explain the road safety context for learning how to enter the road correctly on a bike. The correct way to ride out is: <ol style="list-style-type: none"> Ride out of the driveway and stop at the edge of the road. Scan right. Scan left to check that the road is clear When the road is clear, ride off to the left. Demonstrate how to do so on the bike. If students have their bikes with them, you may wish to do this as a group (under supervision on a very quiet road). Once on the road, the students will ride for 20 metres (at least 1m from the side of any parked cars to avoid car dooring) before pulling off the road again at returning along the footpath. 	<p>There are three different ways that bike riders can make a right turn on the road.</p> <ol style="list-style-type: none"> Turn right from the road. Here the bike rider signals for a right turn, does a head-check, and slowly moves to the right side of the road when it is safe to do so. Stopping at the right of the road at the intersection, the bike rider makes the right turn when there is a safe gap. This should be done when there is only one lane of traffic, there is low traffic volume, and the rider is confident they can make the move safely. Make a hook turn. Here the bike rider can pull over to the left of the road and stop. They will then turn the bike right to face the direction they will be turning and wait until there is no traffic, so that they can cycle directly across the road. This is safer, as there is no merging required and the bike rider is in a position to see the whole intersection whilst stationary. This is a safer option if traffic volumes are high, especially at larger, cross-intersections. Dismount and walk bike across the road. Here the bike rider pulls over to the side of the road and dismounts. They will then walk the bike across the road (stop, look, listen, think) just as they would if they were a pedestrian. This is the safest way to turn right and can be done in almost all situations. <p>Key questions When would you make each different type of right turn?</p> <ul style="list-style-type: none"> It depends on the road, how much traffic there is, how difficult the turn is, road conditions (is visibility high/low, bad weather?) and how confident the rider is. <p>What is the order of the right turn methods, from safest to least safe?</p> <ul style="list-style-type: none"> Dismount and walk, hook turn, right turn from the road. 	<p>Observation of behaviours entering the road and riding 1 metre from parked cars.</p>



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10 mins	<p>Equipment</p> <p>Cones/line marker, stop and giveaway signs.</p>  <p>Safety</p> <ul style="list-style-type: none"> Keep two bike lengths distance between 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>	Teacher assessment of student decision making at the intersections.
5 mins	<p>Equipment</p> <p>None</p> <p>Safety</p> <p>N/A</p>	<p>Debrief</p> <p>What did you learn from watching traffic?</p> <p>What are the three major road safety issues we learned how to manage today?</p> <ul style="list-style-type: none"> Making a right turn, car dooring and entering a road. How do we manage each of those? 	What bike safety issues are you still unsure how to deal with?	Responses to teacher questions.



