

Year Level: **Years 7 and 8**
Unit 4: **Riding independently**
Lesson 7: **Short group ride**

Date:



Lesson approach

This is the seventh of 8 lessons for Unit 4 – riding independently. This lesson is 45 minutes long and includes a 20 minute group ride outside of the school grounds.

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

- Can apply bike skills in a low traffic environment.
- Gains an initial understanding of an on-road riding.
- Can follow instructions and work as part of a group.

Success criteria

- Follows instructions during the outside ride.
- Demonstrates bike and safety skills during the outside ride.
- Displays capable riding ability in a community setting, safely completing ride outside of school environment.

Equipment

Bikes, helmets, safety vests, water bottles, first aid kit, mobile phone, permission slips and risk assessment.



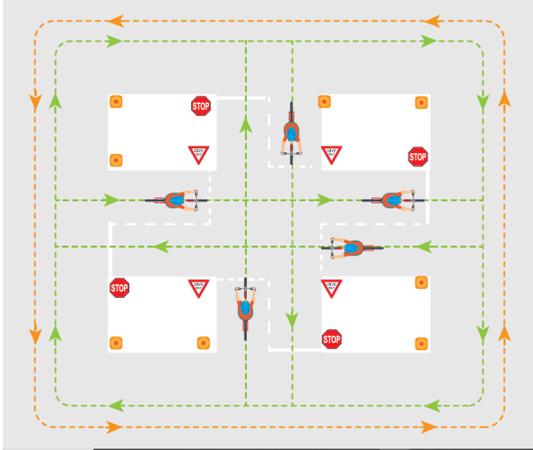
Ride requirements

This lesson includes a short group ride 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.

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.</p> <p>It is important for the helmet to be fitted correctly, otherwise 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>
				

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10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), cones, and stop sign.</p> 	<p>Intersection course – group ride</p> <ul style="list-style-type: none"> • Set up course as per the diagram. • In either <i>one large group</i> or <i>several smaller groups</i>, free riding through the intersection course. • Groups must ride in single file on the inside of the course (green), and in pairs on the outside of the course (orange/green). Ensure that proper commands and signals are used in the course for turning, stopping, and changing formation. • Riders will ride around the intersection. 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>A quick refresh of switching between single file and pairs may be required.</p> <p>Key questions</p> <p>How do we communicate our intentions to other riders?</p> <p>How do we communicate with other road users?</p>	<p>Teacher assessment of student decision making at the intersections and group riding.</p>
	<p>Safety</p> <ul style="list-style-type: none"> • Keep two bike lengths distance between groups. • Non-riders/helpers are to stay off the riding areas. • Limit riding to a safe speed 	<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. 		



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25 mins	<p>Equipment Bikes, helmets, safety vests, and mobile phone.</p> <p>Safety <u>There must be at least one accredited Bike Ed instructor present on any school bike ride outside of school grounds.</u></p> <p>Recommended that there be a teacher at the front, back and middle of the group.</p> <p>Students must follow the rules set out in the pre ride briefing.</p>	<p>Group ride</p> <p>Begin with a pre-ride briefing of all important rules for the ride.</p> <ul style="list-style-type: none"> • Overview of the route we will be riding. • What obstacles/intersections/hazards we are expecting to encounter. • The distance we are covering. <p>Explanation of the rules for the group ride</p> <ul style="list-style-type: none"> • Keep to the left side of the road, with at least 1 metre space from the parked cars. • Ride in single file, unless the leader calls you to 'double up!' • If one rider stops, then all riders stop. This must be communicated by voice to the leader ('stop!') • No overtaking on the road • Groups ride at the speed of the slowest rider. • Two bike lengths between bike riders <p>Call for questions.</p> <p>Thumbs up/down/sideways for understanding.</p> <p>Lead the ride safely from the school, following the chosen route. Ensure that teachers and students have been briefed on the route and what to expect.</p> <p>Remember to keep the pace as slow as the slowest rider to ensure that everyone is prepared for the longer class ride.</p> <p>Follow the route, demonstrating a safe line to ride that provides clearance from parked cars (to prevent 'dooring').</p> <p>Model loud commands (left/right/stop) and good hand signals, reinforcing these with the students.</p> <p>If a student stops, ensure that you stop everyone so that you ride in a group.</p> <p>If you are feeling confident with the group you can find a longer, straight road (if possible) to move into pairs.</p>	<p>This is an initial ride to help students understand what will be required when we do the longer class ride later on. The length will only be short (approximately 20 minutes) but it will give inexperienced riders the confidence to try the longer class ride.</p> <p>Pick an easy ride with few hills if possible. Quiet streets near the school make a good route with several left turns.</p> <p>If required, have students get off their bikes and walk them across the road if you do not feel comfortable with the situation.</p> <p>Students require a permission note to go off school grounds. This should be prepared prior to class and include both the short ride and the longer class ride.</p> <ul style="list-style-type: none"> • If you wish, use the model wording provided in the resources. <p>This ride should be at a slow pace to allow students to acclimatise to the road environment. Make the ride as simple as possible to build the confidence of less experienced riders.</p> <p>Key questions</p> <p>What do I expect to see when I'm doing the ride?</p> <ul style="list-style-type: none"> • Roundabouts, parked cars, traffic, other road users, etc.? <p>What things am I doing to stay safe on the road?</p>	<p>Student questions.</p> <p>Thumbs up/down/sideways.</p> <p>Permission note</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment N/A</p> <p>Safety N/A</p>	<p>Debrief</p> <p>Bring students together to debrief on the ride.</p> <p>Provide your perspective on what they did well and what they should improve on.</p> <p>Students should complete a brief written reflection on their bike riding experience. Questions to answer include:</p> <ul style="list-style-type: none"> • What are you better at now than you were at the start of the program? • What do you want to get better at? • What were the most interesting things that you found during the community ride? • What would you do differently in the next ride? <p>Thumbs up/down/sideways on how confident they are doing the longer class ride.</p>	<p>Key questions</p> <ul style="list-style-type: none"> • Ask students for feedback on what they found to be interesting • What things did they notice that was different to what they expected? • What did students notice about the other road users they rode with? 	<p>Questions and responses from students.</p> <p>Thumbs up/down/sideways on riding confidence.</p> <p>Student written reflection.</p>



