

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

Date:



**Teaching approach**

This is the final of 8 lessons for Unit 4 – Riding independently. This lesson is up to 90 minutes long and includes a group ride outside of 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 demonstrate bike skills and hazard perception in an on-road environment.
- To plan and practise strategies to promote health, safety, and wellbeing.

**Success criteria**

- Follows instructions during the community ride.
- Safely completes the community ride.
- Can reflect on their own experiences and learning from Bike Ed.

**Equipment**

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



## Ride requirements

This lesson includes a long 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><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>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
Optional (If running a longer ride)		<p><b>Follow the leader game: Snake riding</b></p> <ul style="list-style-type: none"> <li>All riders to ride around in a single file <u>without cones</u>.</li> <li>The leader can make the riders ride in any direction and the snake must follow.</li> </ul> <p><b>Modifications</b></p> <p>The snake could be split into several groups with different leaders.</p> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>Advanced riders can be selected as leaders of the group. This should be changed often.</li> <li>The leader may double back through the snake. <ul style="list-style-type: none"> <li>The riders will need to negotiate their way past, at low speed, to ensure that all riders can move forward.</li> </ul> </li> </ul>	<p>Negotiating your movements with other bike riders and road users on paths is very important. Most important of all is a safe attitude, where each bike rider will act in the safest, most predictable way possible to avoid collisions.</p> <p><b>Key questions</b></p> <p>How do you avoid collisions in the snake?</p> <ul style="list-style-type: none"> <li>Safe attitude</li> <li>Low speed</li> <li>Pass through predictably (one in front, one behind)</li> <li>Safe spacing</li> </ul>	
5 mins	<p><b>Equipment</b> N/A</p> <p><b>Safety</b> N/A</p>	<p><b>Pre-ride briefing</b></p> <p>Overview of the route we will be riding. What obstacles/intersections/hazards we are expecting to encounter, and the distance we are covering.</p> <p>Explanation of the rules for the class ride:</p> <ul style="list-style-type: none"> <li>Keep to the left side of the road, with at least a door length space from the parked cars.</li> <li>Ride in single file unless the leader calls you to 'Double Up!'</li> <li>If one rider stops, then all riders must stop. This must be communicated by voice to the leader ('Stop!')</li> <li>No overtaking</li> <li>Groups ride at the speed of the slowest rider.</li> <li>Two bike lengths between bike riders</li> </ul> <p>Call for questions.</p> <p>Thumbs up/down/sideways for understanding.</p>	<p>This is a longer ride to provide students the ability to undertake bike riding in a supervised environment, which will help provide them with the confidence to undertake more independent riding in the future.</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"> <li>If you wish, use the model wording provided in the resources.</li> </ul> <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><b>Key questions</b></p> <p>What do I expect to see when I'm doing the ride?</p> <ul style="list-style-type: none"> <li>Roundabouts, parked cars, traffic, other road users, etc.?</li> </ul> <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>



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30 mins (or longer if time allows)	<p><b>Equipment</b> Bikes, helmets, safety vests, mobile phone.</p> <p><b>Safety</b> <b><u>There must be at least one accredited Bike Ed instructor present on any school bike ride outside of school grounds.</u></b></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><b><i>Outside school ride</i></b></p> <p>Begin with a pre-ride briefing of all important rules for the ride.</p> <ul style="list-style-type: none"> <li>• Overview of the route we will be riding.</li> <li>• What obstacles/intersections/hazards we are expecting to encounter.</li> <li>• The distance we are covering.</li> </ul> <p>Explanation of the rules for the ride:</p> <ul style="list-style-type: none"> <li>• Keep to the left side of the road, with at least one metre from parked cars.</li> <li>• Ride in single file unless the leader calls you to 'Double up!'</li> <li>• If one rider stops, then all riders stop. This must be communicated by voice to the leader ('Stop!')</li> <li>• No overtaking.</li> <li>• Groups ride at the speed of the slowest rider.</li> <li>• Two bike lengths between bike riders</li> </ul> <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>Student questions.</p> <p>Thumbs up/down/sideways.</p> <p>Observations from each of the teachers on the ride.</p>



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5 mins	<p><b>Equipment</b> N/A</p> <p><b>Safety</b> N/A</p>	<p><b>Debrief</b></p> <p>Bring students together to debrief on the ride. Provide your perspective on what they did well and what they should improve on.</p> <p>Thumbs up/down/sideways on their experience doing the community ride.</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"> <li>• What are you better at now than you were at the start of the program?</li> <li>• What do you want to get better at?</li> <li>• What were the most interesting things that you found during the community ride?</li> <li>• If you were going to do the ride again, what would you do differently?</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Ask them for feedback on what they found to be interesting.</li> <li>• What things did they notice that was different to what they expected?</li> <li>• What did they notice about the other road users they rode with?</li> </ul>	<p>Questions and responses from students.</p> <p>Thumbs up/down/sideways on riding confidence.</p> <p>Student written reflection.</p>



