



Cycling education unit linked  
to The Australian Curriculum



**RIDE** or  
**WALK**  
to school

Ride or Walk to School is a part of ACT Government's Healthy Weight Initiative



Schools have a vital role in promoting cycling safety. The resource will assist teachers to develop the skills and confidence of students at an age where they are likely to be engaging in independent travel to and from school.

This Years 5 & 6 resource is a precursor to the Safe Cycle High School resource that promotes a culture of risk awareness and protective behaviour for self and others, skills development for multi-user paths, on-road cycle ways and roads, and bike handling skills for identified high risk areas, intersections and entering traffic.

Safe Cycle is a series of cycling education resources that align with The Australian Curriculum. It has been developed by Education and Training Directorate teaching staff in collaboration with ACT Health as part of the Ride or Walk to School program.

The benefits schools can gain from promoting riding and walking to school include:

### Health benefits

Cycling and walking are simple ways for children to incorporate physical activity into their everyday lives. When this replaces car journeys to school, the extra physical activity can improve health outcomes.

It has the potential to increase the proportion of children and young people participating in at least 60 minutes of moderate physical activity each day; and decrease the proportion of children and young people at an unhealthy weight.

### Educational benefits

Children who ride or walk to school are also likely to arrive at school more alert and ready to learn and achieve higher academic results.

### Environmental benefits

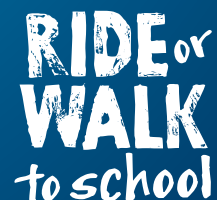
Riding and walking to school provides environmental benefits to the broader community through:

- Reducing traffic congestion
- Reducing noise and air pollution
- Reducing greenhouse emissions
- Creating safer environments
- Improving social interactions

### Acknowledgement

Safe Cycle has been developed by qualified teachers Glen Ridley, Macgregor Primary School and Terry Eveston, Melba Copland Secondary College in collaboration with ACT Health.

Safe Cycle, Years 5 & 6 is an initiative of ACT Health as part of the Ride or Walk to School program.



# Introduction to Safe Cycle



Safe Cycle has been written to support primary school teachers to introduce cycling activities at their school.

Lessons have been developed to suit primary school students in years 5 and 6. Students in this age group will have diverse skill levels and riding experiences, however the expected cycling skill level of students is that they are able to stay upright on a bike and ride in a straight line for 20m.

Students in this age group are usually becoming independent riders and would mostly be riding on quiet streets and paths. Safe Cycle has been developed with a mix of theory and practical lessons aimed at developing transferable bike handling and hazard negotiating skills through bike play.

The lessons are a starting point, with options for extension activities. It is expected teachers will make adjustments to activities and develop methods of delivery that suit the needs of their school and students.

Suggested activities are provided for hesitant riders who are not at the expected skill level and extension activities are provided to challenge confident riders.

## Recommendations

- Follow the lesson sequence as there is a progression of skills
- Lessons can be extended through additional activities if required, suggestions are written into lessons and provided on the *Bike Games Lanyard*.
- All of the lessons, with the exception of Lesson 9: Community Ride can be done on school grounds with the normal teacher to student ratio.
- A basketball court or similar sized area is ideal for the practical lessons
- All schools should encourage students to bring their own bikes to school on the Safe Cycle lesson days.
- Ideally each student will have their own bike and helmet, however some capacity for non-cycling students has been suggested in some of the activities.



**RIDE** or  
**WALK**  
to school

## Safe Cycle Kit

In your Safe Cycle Kit you will find the following:

- **Lesson Plans** – printed on hardy paper so you can take them with you outside.
- **USB** – contains copies of the lesson plans, student worksheets, supporting resources for the theory lessons (referred to in the lesson plans) and risk management tools.
- **Bike Games Lanyard** – these games have been suggested in some of the lessons as extension activities but can be used anytime you want to get your students out on bikes. They are also included at the back of the lessons and demonstration videos are available online at [paf.org.au](http://paf.org.au)
- **ABC Tight Bike Safety Check** poster.
- **Parts of a bike** poster.
- **Chalk** – to draw your bike games set up.
- **Bubbles** – to play “Bubble Pop”.
- **All resources are available to download from [paf.org.au](http://paf.org.au)**

## Lesson Plan Format

The lesson plans are in the following format:

- Learning Intentions
- Success Criteria
- Australian Curriculum Links
- Equipment / Preparation
- Lesson introduction
- Skill Development (for practical activities)
- Activity Instructions
- Extension activity (if applicable)
- Reflection

The lessons and activities are colour coded:



Theory



Practical



Extension activities

# Delivery Strategies

Each lesson has been written to be nominally 45 minutes, however teachers can adapt the program to suit the needs of the school and students and make use of the extension activities provided.

Three delivery models are suggested below as examples.



## Option 1 9 x 45 minute lessons, once per week over a term

This format takes the 9 core lessons from the program and delivers them in sequence as part of a weekly program.

Lesson length can be extended as required by including extension activities.

9 weeks of lessons have been written for the term to allow for other school events, interruption to the program or to allow for repetition of lesson content.

## Option 2 9 x 2 hour lessons, once per week over a term

**Week 1** Lesson 1: Preparing to Ride + Lesson 2: “Power Pedal” and Group Riding.

**Week 2** Lesson 3: Hazards + Lesson 4: Bike Control – Signalling and Head Check.

**Week 3** Lesson 5: Putting It All Together + longer course designed with additional sections + Bike Games #11 & #12.

**Week 4** Lesson 6: Imagined Safety and Student Stories + include suggested extension activity making local area map with student stories.

**Week 5** Lesson 7: Bike Control – Bike Games #2, #6 and #8.

**Week 6** Lesson 7: Bike Control – Bike Games #3, #5 and #9.

**Week 7** Revision from Lesson 2: Bike Control – “Power Pedal” and Activity 2: Group Riding + Extension activity: Confident Riders, # 3 Doubling-up + using outer square of basketball court, ask half of students to ride clockwise, the other half anti-clockwise for 3 laps then swap. Emphasise interacting safely with other people and riding in public space.

**Week 8** Lesson 8: Route Planning.

**Week 9** Lesson 9: Community Ride.

*Note: If the weather is poor you may need to stay inside and combine Lesson 3 and Lesson 6 without much disruption to the skills progression.*

## Option 3 2 x full days and 2 x part days or 3 full days

**Full day 1** Lesson 1: Preparing to Ride Safely  
Lesson 2: Bike Control - “Power Pedal” and Group Riding  
Lesson 3: Hazards  
Lesson 4: Bike Control – Signalling and Head Check

**Full day 2** Lesson 5: Bike Control – Putting it all together  
Lesson 6: Imagined Safety and Student Stories  
Lesson 7: Bike Control – Bike Games

**Part day 1** Lesson 8: Route Planning

**Part day 2** Lesson 9: Community Ride.

*Note: Combine part day 1 & 2 to create full day 3.*

# Lesson 1: Preparing to Ride Safely

## Learning Intentions

### We are learning to:

- Check a bike is ready for riding
- Identify and fix problems that causes a bike to be unsafe
- Correctly fit a helmet

## Success Criteria

- I can perform the ABC Tight Safety Check
- I can correctly fit a bicycle helmet

## Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
  - proposing and implementing actions and protective behaviours that promote safe participation in physical activities
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



## Equipment and preparation

- Bike and helmet for demonstration
- *ABC Tight Bike Safety Check Poster*
- Bikes (at least 1 bike to 3 students)



*Teacher should create problems for students to identify, ie loosen parts or deflate tyres for students to find and fix*

### Note

- Helmets (ideally one per student)



*Teacher may choose to have an unsafe helmet for demonstration.*

### Note

## Lesson introduction

Explain to students: In this lesson we will look at the importance of checking a bike is safe for use before you begin riding.

We will also teach you how to correctly fit a helmet.

## Skill development

Teacher demonstration of:

- The ABC Tight Bike Safety Check
- Helmet fitting 'The Three 2s'

(use *ABC Tight Bike Safety Check* and *Parts of a Bike* posters provided)

## Activity 1 ABC Tight Bike Safety Check

1. Arrange students in groups of 3 or 4.
2. Each group collects a bike and helmets.
3. Groups work through the ABC Tight Bike Safety Check and attempt to fix problems (teacher assistance may be required).
4. Groups ask teacher to check their bike for riding readiness once safety check is completed. You may choose to swap bikes between groups to peer assess.

## Activity 2 Helmet Fitting

1. Teacher demonstrates checking a helmet for damage and correct fitting.
2. In pairs students use the 'Three 2s' to fit their helmets.

## Reflection

Review points from the bike safety check and helmet fitting.

Discuss any issues that came up during lesson.

Ask students:

- What type of problems did you find?
- What could have happened if you didn't find the problem with your bike?
- How did you fix the problem?
- Exit Pass: Before the students leave, ask them to recall steps of the bike safety check. This can be done verbally or use the *Bike and Helmet Safety Check Student Worksheet* on your Safe Cycle USB.

# ABC TIGHT Bike Safety Check List



## A = AIR

- ✓ Is there air in the tyres?
- ✓ Are the tyres in good condition?

## B = BRAKES

- ✓ Are the brakes in good working order?

**Note:** Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes

## C = CHAIN

- ✓ Is the chain clean, oiled and firm?
- ✓ Does the drive train and derailleur (if applicable) spin freely?

## TIGHT

- ✓ Are the handlebars tight?
- ✓ Are the handlebars straight?
- ✓ Do the wheels and cranks move from side to side?
- ✓ Does everything stay in place with the 10cm drop test?

✗ If a bike does not pass this checklist it is not safe to ride.

## Mandatory equipment for cycling activities



Australian approved cycling helmet (Australian standard sticker should be on the inside of the helmet AS/NZS 2063)



Bike that passes the ABC TIGHT test



Fully covered footwear (no thongs, sandals)

✗ If a student does not have the mandatory equipment they cannot ride.



The Cancer Council's SunSmart Schools Program does not recommend wearing hats under helmets. Hats under helmets may interfere with peripheral vision and reduce external noise, two important elements to riding safely. To reduce the risk of over-exposure to harmful UV rays when riding, school bike riding activities and events should be minimised, when possible, between 11am and 3pm during Terms 1 and 4. Always use shade if it is available, wear sensible clothing that covers skin and apply sunscreen to reduce the risk of sun damage when riding. Riders may also consider fitting a UV protective cover to their helmet.

## The Three 2s Helmet Check

1

2 fingers  
above eyebrow

2

2 ear clips  
snug under ears

3

2 fingers  
under chin strap

- Check helmet for physical damage eg cracks in shell, worn straps, broken buckles
- A helmet needs to be secure, but not uncomfortable and should fit as follows:
  - Helmet sits flat on head, not tilted back.
  - The rim should sit about '2 finger' widths above your eyebrow.
  - The straps should not be twisted and should form a V just under the ears with the '2 ear clips' snug under the ears.
- The strap should fasten securely under the chin and not hang loose, snugly fit '2 fingers' under strap
- Wobble Wobble Check – place hands on top of helmet and wobble it, shake head. If the helmet moves out of position easily it is not correctly fitted (likely straps are loose or helmet is too big).
- Partner Check – students check each others' helmets.



Name: \_\_\_\_\_



Student worksheet  
Lesson 1: Preparing to Ride Safely

## Bike and Helmet Safety Checks



What is the ABC TIGHT Bike Safety Check List?

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

What needs to be TIGHT and straight?

\_\_\_\_\_

What shouldn't move from side to side on your bike?

\_\_\_\_\_

### Helmet Check

What do you need to check your helmet for before wearing it?

\_\_\_\_\_

What are the three 2s?

1) 2 fingers above the \_\_\_\_\_

2) 2 ear clips snug under the \_\_\_\_\_

3) 2 fingers under the \_\_\_\_\_





# Lesson 2: Bike Control — “Power Pedal” and Group Riding

## **i** Learning Intentions

### We are learning to:

- Ride a bike with control
- Ride safely in a group

## **✓** Success Criteria

- I can use my “power pedal” to start riding a bike
- I can use brakes to stop a bike with control
- I can keep a safe distance between me and the rider in front
- I can work cooperatively with others

## **📄** Australian Curriculum Links

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

## **📋** Equipment and preparation

- Bikes (1 between 2 students)
- Helmets (ideally one each)
- 1 cone/marker between 2 students
- Activities can be done on a basketball court

## Lesson introduction

Explain to students: In this lesson we will look at the role of and how to use the “power pedal” and brakes. We will also look at how to control our bikes when riding in groups.

## Skill development

Teacher demonstration of:

1. The “power pedal”
2. Controlled braking.



## Power Pedal Instructions

The “power pedal” position allows the cyclist to have the most powerful first pedal stroke, resulting in a smoother and faster start

- Identify dominant foot (same as dominant hand).
- Align pedal of dominant foot with bike frame down tube.
- Place dominant foot on the pedal.
- Transfer weight and drive the pedal down.

## Controlled braking Instructions

- Apply both brakes (if the bike has front and rear brakes).
- Shift your weight over the rear tyre.
- Place one foot onto the ground when stopped.
- Have the other foot ready to go on the “power pedal”.

## ⚠ Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check.

### Activity 1 “Power Pedal”

1. Put students in pairs with one cone between each pair.
2. Students without a bike, line up on one side of the basketball court near their cone. Students on bikes line up opposite their partner and cone on the other side of the court.
3. On teacher’s instruction:
  - Students push their “power pedal” down and coast across the area on their bike towards their partner.
  - Students use their brakes to stop the bike’s front wheel as close to their cone as they can without hitting it.
  - Reinforce correct stopping procedure covered in the skill development demonstration.
4. Non-riding partner gives the rider feedback and then swap roles. Give students multiple opportunities to practice this activity.



### Activity 2 Group Riding

1. Discuss that a minimum safe distance is two bike lengths between you and the rider in front.
2. Ask student volunteers to stand in front of the class holding their bikes separated by two bike lengths.
3. Ask students to start riding around the outside of the basketball court in a single file.
4. Students are to leave at least two bicycle lengths between them and the rider in front.

### Reflection

Review “power pedal” and braking. Discuss any issues that came up during the lesson.

Ask students:

- How did it feel starting in the “power pedal” position compared to pushing off with your feet?
- Who could stop closely to their cone after coasting?
- Why is it important to be able to stop when and where you want to?
- Share stories of things that have happened to students when they couldn’t stop.
- Were you able to maintain a safe distance between you and the rider in front, what made it hard?
- Discuss hand signals as a lead into the next practical lesson.
- Thumbs up/down activity: Ask students how they feel they went with the “power pedal”:
  - Thumbs up = got it
  - Thumbs down = help needed
  - Thumbs sideways = getting there but still need a little more practice.



### Challenge

Further challenge confident students by asking them to complete different actions while they are riding around the area, eg. one hand off handlebar, wave, high 5, stop immediately on signal/whistle



### Note

*This is not a race, the emphasis is on students being able to control their speed to maintain a safe space between them and the rider in front. As they ride around assess students’ riding confidence. This initial bike task allows the teacher to identify the skill level of students. For students with very basic bike handling skills, keep practical activities simple and slowly build up to more challenging tasks (see Extension Activities for Confident Riders).*

# Lesson 3: Hazards

## Learning Intentions

### We are learning to:

- Identify and develop strategies to safely pass hazards while riding

## Success Criteria

- I can recognise hazards when riding
- I can make decisions on how to safely get past hazards

## Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67)



## Equipment and preparation

- *Ed's Excellent Bike Ed Adventure*\* movie (in Lesson 3 Hazard folder on USB)
- Hazards PowerPoint (in Lesson 3 Hazards folder on the USB)
- Student copy of map or Google earth image of local area
- Stationery for marking maps
- All resources are available to download from [paf.org.au](http://paf.org.au)

\* *Ed's Excellent Bike Ed Adventure*, (c) VicRoads 2009, Used with permission from VicRoads

## Lesson introduction

Explain to students: In this lesson we will watch *Ed's Excellent Bike Ed Adventure*. We will define what a hazard is and what actions we can take to safely get past dangers.

Using the Hazards PowerPoint we will also identify hazards likely to be found in our local area.

## Activity 1 What is a hazard?

1. Watch *Ed's Excellent Bike Ed Adventure*\* video.
2. Define vocabulary:
  - A hazard is something that may cause you harm
  - Protective behaviours are actions to keep yourself and others safer.
3. Use the Hazards PowerPoint to promote discussion on likely hazards your students may face while riding. Ask students:
  - What hazards can you see?
  - What could you do to safely pass this hazard?

## Activity 2 Identifying local area hazards

1. In small groups use the local map or Google earth image to identify known hazards.
2. Groups report back to the class on the hazard(s) they have identified and how they would safely get past the hazards.



## Extension Activity (optional)

For Activity 2, ask students to take photos of hazards they have identified. Print the photographs and place them on the map of your local area. Build up a map with lots of local knowledge and experiences from your students. This could be further developed in Lesson 6: Imagined Safety and Student Stories, and Lesson 8: Route Planning activities.

## Reflection

- Review definition of hazard and what protective behaviour is.
- Ask students to keep an eye out for hazards not identified in this lesson and report back any new ones.
- Ask students to define "hazard" and share some of the hazards Ed came across in the video. This could be done verbally or on the Hazards Student Worksheet on the USB. Answers:
  1. A hazard is something that may cause you harm
  2. Ed came across cars (moving and parked), pedestrians, dog, train.

Name: \_\_\_\_\_



Student worksheet  
Lesson 3: Hazards



What is a hazard?

Answer:

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In the tyres below, draw some of the hazards Ed came across in the video



# Lesson 4: Bike Control — Signalling and Rear Head Check

## Learning Intentions

### We are learning to:

- Use signals to warn others of our intentions on our bike
- Check for hazards behind us while riding

## Success Criteria

- I can signal left and right turns on my bike
- I can signal that I am going to stop my bike
- I can perform a rear head check while riding
- I can work cooperatively with others

## Australian Curriculum Links

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

## Equipment and preparation

- Bikes (at least 1 between 2 students)
- Helmets (ideally one each)
- Mark the course with cones and chalk (see diagram over leaf)
- Red, green and yellow hoops

## Lesson introduction

Explain to students: In this lesson we will look at the ways we can use our hands to signal to others (pedestrians, bike riders, cars etc) our intention to turn or stop our bike. We will also learn and practice how to perform a rear head check while riding forward to check for hazards behind us.

## Skill development

Teacher demonstration of:

- Signalling left and right (see below)
- Stop signal (see below)
- Rear head check (turning head over your shoulder to see what's behind you). Rear head checks should be done before mounting and dismounting your bike, turning or stopping.

## Basic cycling signals



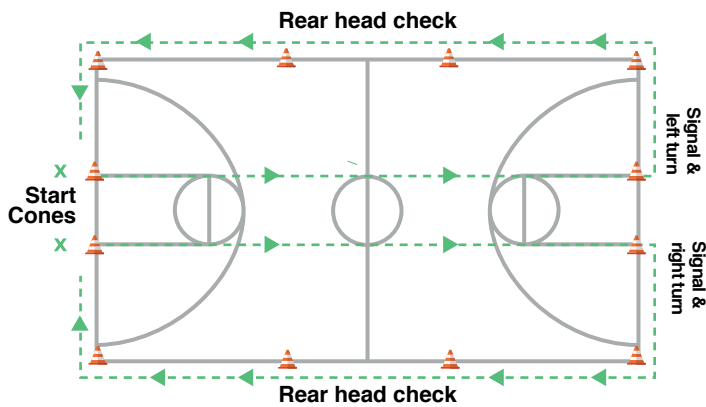
Left turn

Stop

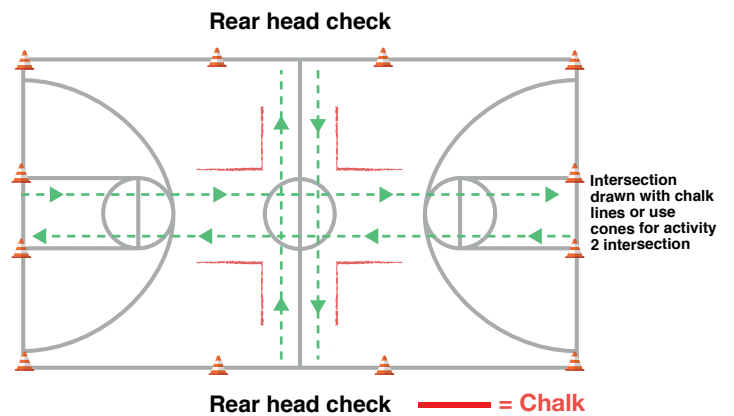
Right turn

## ⚠ Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check.



### Activity 1



### Activity 2

#### Activity 1 Head Checks and Signalling

1. Students line up with bikes in two equal groups behind start cone at "X".
2. On teacher's signal students ride in a straight line (check for "power pedal" when starting off and keeping 2 bike lengths), perform a head check in the "head check zone" and signal left or right prior to reaching the end cone.
3. Students then "peel off" and join the end of the opposite line.
4. If students are sharing bikes, the teacher can use selected non-riders to stand to the side and at the back of the rear head check zone to "test" riders as they perform their rear head check (eg. hold up a certain number of fingers, coloured cards, pictures and have rider shout out the number/colour/picture).
5. Alternatively, non-riders can observe their partner performing rear head check and signals and provide them with feedback prior to swapping roles.
6. Give students multiple opportunities to practice this activity.

#### Activity 2 Intersection Game

1. Teacher explains the set-up of the "intersection" in the Activity 2 course.
2. Demonstrate entering and exiting the intersection and the concept of giving way to the right.
3. Students free ride around the course and enter the intersection when they like.
4. Ensure students maintain the safe distance of two bike lengths to the rider in front of them and perform rear head checks prior to and signal when turning.
5. Partners can be used as observers, pedestrians, "lollipop men/ladies" – be as creative as you like! Then swap roles.



#### Note

*This activity provides an opportunity for the teacher to assess the students competence with skills covered so far – "power pedal", braking, signalling, rear head check and basic bike control – and plan additional lessons and/or activities for those students requiring further practice or consolidation of skills covered.*

*Reinforce to students that it is not a race but rather an opportunity for them to practice skills covered.*

### Reflection

Review signalling and rear head check. Ask students:

- How did the intersection game go? What worked / didn't work?
- What happened if the person in front of you didn't signal?
- Discuss when a rider would use signalling and why

- Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

**Green** = confident

**Yellow** = developing confidence

**Red** = not confident



# Lesson 5: Bike Control — Putting it all together

## Learning Intentions

### We are learning to:

- Ride safely and confidently in a group
- Ride alongside another rider safely
- React to other area users and hazards

## Success Criteria

- I can apply learnt skills to help me ride safely in a group
- I can ride safely next to another person
- I can work cooperatively with others

## Australian Curriculum Links

Students will be provided with opportunities to:

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



## Equipment and preparation

- Bikes (at least 1 between 2 students)
- Helmets (ideally one each)
- Cones and chalk to mark course
- Signs for each section of the course (optional) or write in chalk
- Set up course for Activity 1

## Lesson introduction

Explain to students: In this lesson we will review all the skills covered in Safe Cycle so far with a group riding activity. We will also cover riding alongside another rider (doubling up, moving from single file riding to side by side riding).

## Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check.

## Revision

1. Brainstorm skills covered through Safe Cycle so far
2. Select individual students to demonstrate and talk the class through the do's and don'ts of these skills:
  - “Power Pedal”
  - Braking
  - Signalling
  - Rear Head Check

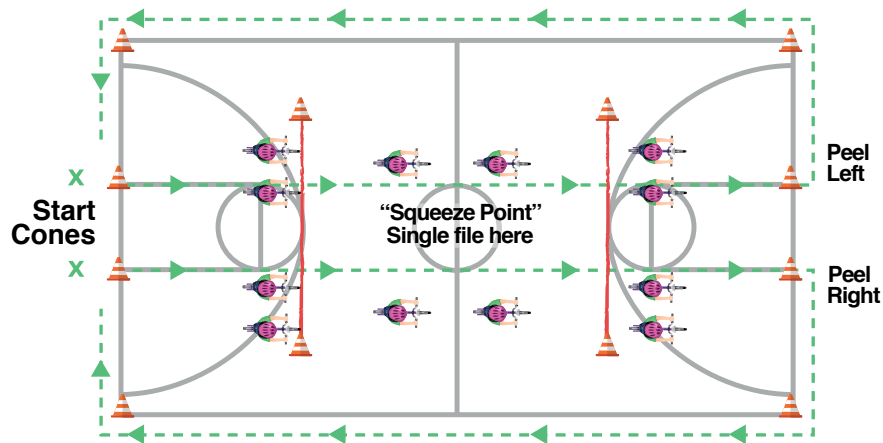
## Skill development

Teacher demonstration of:

- Doubling up

## Activity 1 Squeeze in, squeeze out

1. Students with bikes line up in pairs (doubled up) behind the two start cones
2. On teacher's signal ride towards the "squeeze point"
3. At "squeeze point" students form single file and then double up once past the "squeeze point"
4. Students can then choose to peel left or right
5. Students will need to communicate with their partner their intended actions and use hand signals



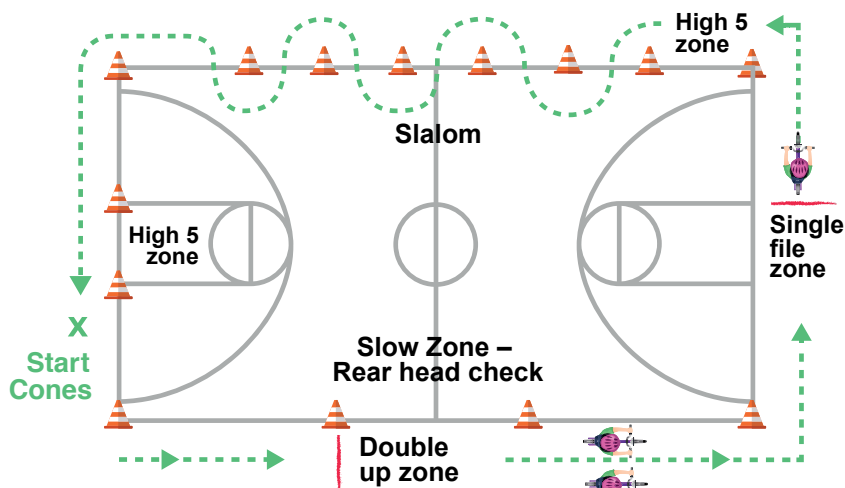
## Activity 2 Squeeze in, squeeze out

1. Walk students through the course explaining each section and the skills as they go.
2. Question students on skills: What does this skill look like? Where and when might we need to use the skill?
3. Students with bikes line up behind start cone at "X".
4. Partners position themselves in one of the "High 5 zones".
5. On teacher's signal students ride single file (except through the double up zone) through the course, giving their partner a high 5 inside one of the zones.
6. Reinforce once again that it is not a race and that students should take their time.
7. Partners swap roles



**Note**

*This activity provides an opportunity for the teacher to assess the students competence with skills covered so far – "power pedal", braking, signalling, rear head check, doubling up and general bike control.*



## Reflection

Review signalling and rear head check. Ask students:

- What worked/didn't work?
- Were any sections harder than others? Why?
- Which sections were the easiest and why?
- How could we change the course if we were to do it again?
- Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

**Green** = confident

**Yellow** = developing confidence

**Red** = not confident



# Lesson 6: Imagined Safety and Student Stories

## Learning Intentions

### We are learning to:

- Understand that accidents can happen to everyone
- Develop safe riding habits
- Recognise we don't all see the same things

## Success Criteria

- I can recognise accidents happen to everyone
- I can recognise how my behaviour can make a difference to me being safer

## Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



## Equipment and preparation

- *Illusions* PowerPoint and videos (in Lesson 6 Imagined Safety Folder on USB)
- *Imagined Safety* PowerPoint (in Lesson 6 Imagined Safety Folder on USB)
- All resources are available to download from [paf.org.au](http://paf.org.au)

## Lesson introduction

Explain to students: We don't always see things as they really are. How we see the world is our perception. We are going to look at some illusions to see how our eyes can be tricked.

### Activity 1 Illusion Videos

1. Show *Illusions* PowerPoint and videos.
2. Stop and lead a class discussion for each slide/illusion video, ask students
  - What did you see?
  - What was the trick?
  - Who was tricked?

### Activity 2 Imagined Safety

1. Use the *Imagined Safety* PowerPoint to discuss with students the concept of 'imagined safety'. Most people believe bad things can't happen to them. This perception gets in the way of protective behaviour. Discussion points are listed in slide notes.
2. Lead a class discussion by asking your students:
  - Who rides a bike?
  - Where do they ride?
  - Who has ever had an accident or a near miss when riding, ask student to tell their story:
    - Where were they?
    - What was happening before the accident?
    - What was the accident?
    - Did anyone else get hurt?
    - After the story has been told ask the student (or class to help) what they could have done differently to avoid the accident.



### Extension Activity (optional)

Ask students to draw their story and stick it onto your local area map or Google image from Lesson 3.

Build up a map with lots of local knowledge and experiences from your students.

This could be further developed in the Lesson 8 Route Planning activities.

## Reflection

- Review the concept of imagined safety and that accidents can happen to everyone
- Revise how student behaviour can make a difference to their and own and others' safety



# Lesson 7: Bike Control — Bike games

## Learning Intentions

### We are learning to:

- Ride safely in group situations

## Success Criteria

- I can use safe cycling skills to participate safely in a variety of bike games
- I can work cooperatively with others

## Australian Curriculum Links

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

## Equipment and preparation

- Bikes (at least 1 between 2 students)
- Helmets (ideally one each)
- Cones and chalk for games
- Equipment for pre-selected grass or basketball court games (see *Bike Games Lanyard*)
- Pre-select a few bike games from the Safe Cycle games at the back and on the Bike Games Lanyard

## Lesson introduction

Explain to students: In this lesson you will have the opportunity to implement the skills we have covered in the program through some fun games. The emphasis will be on riding safely and being in control at all times.

## Skill development

Entry Pass: Ask students to choose a skill covered in Safe Cycle so far and verbally explain to a partner what the skill is, where and when a rider would use it and some key points / reminders about implementing the skill.

## Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check.

### A

#### A = AIR

- ✓ Is there air in the tyres?
- ✓ Are the tyres are in good condition?

### B

#### B = BRAKES

- ✓ Are the brakes in good working order?

**Note:** Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes

### C

#### C = CHAIN

- ✓ Is the chain clean, oiled and firm?
- ✓ Does the drive train and derailleur (if applicable) spin freely

### TIGHT

- ✓ Are the handlebars tight?
- ✓ Are the handlebars straight?
- ✓ Do the wheels and cranks move from side to side?
- ✓ Does everything stay in place with the 10cm drop test?

## Activity

Teacher leads students through the pre-selected games – see *Bike Games Lanyard*.

## Reflection

Facilitate a group discussion on the activity:

- What worked/didn't work?
- Which game was your favourite? What bike skills did it require you to use the most?
- How could we change/ improve any of the games?



# Lesson 8: Route Planning

## Learning Intentions

### We are learning to:

- Plan a bicycle ride
- Consider the safest route to get where we want to go

## Success Criteria

- I can make choices about the route I use to ride places
- I can identify local hazards
- I can make decisions about which route would be safest for me to ride

## Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)
  - exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments (LLPA, CA, HBPA)

## Equipment and preparation

- Map or Google earth image of the local area (you may have already starting developing this through the extension activities in Lesson 3 & 6)
- Pens and markers
- Teacher to decide the destination for the community ride
- Risk assessment approved by your school Principal for Lesson 9 Community Ride (see *Risk Assessment Template* on USB).
- All resources are available to download from paf.org.au

## Lesson introduction

Explain to students:

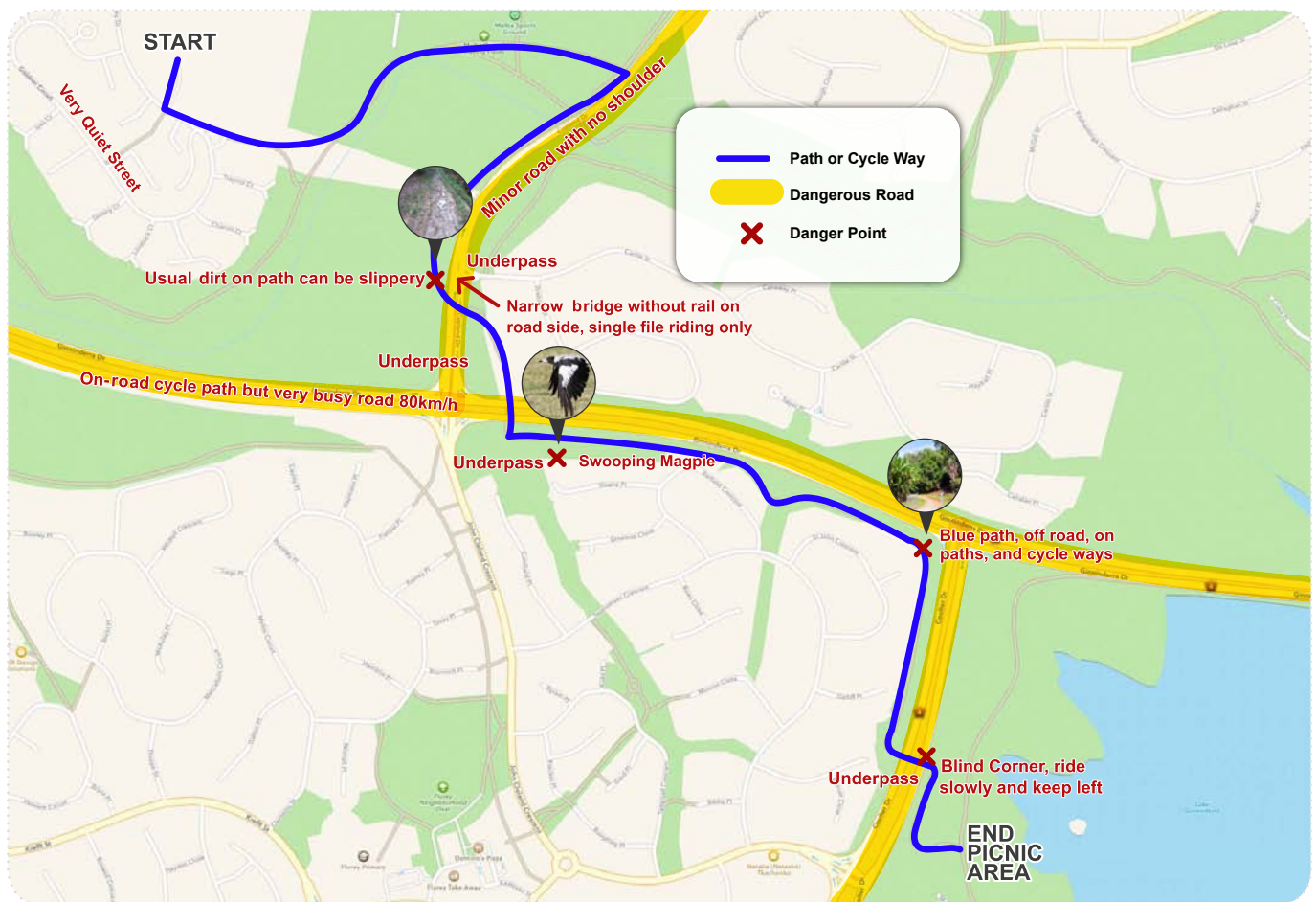
- We are planning the safest route to get to our destination on our community ride

## Activity 1 Identifying Hazards

1. Use the map or Google earth image of your local area to identify where the ride will start and finish.
2. Identify main roads, quiet roads, paths and off-road tracks.
3. Discuss with students and list the different roads and paths in your area in order of safest to most dangerous.
4. Decide which paths, roads etc you would choose to avoid.
5. Decide which paths, roads etc you would choose to use.
6. Who else might be encountered in the community and how can we safely interact with them:
  - Other path users (keep to the left side of multi-user paths)
  - Animals
  - Vehicles.
7. Plan your ride using the identified safest places to ride.

## Reflection

- Review the identified safer places to ride and ask students to think about the places they like to ride.
- Thumbs up/ thumbs down activity: Does everyone feel confident about the chosen route? If anyone is not confident ask why and what we can change to help them feel more confident. You might do this one on one with the student.



This is for a student group ride starting at a school, riding to a picnic area approximately 2.5km away.

Student's local knowledge was used to inform the route planning. The teacher decided the route prior to class and guided the students' decisions about the safest way to get from the school to the picnic area.

Students provided additional information about the dirt on the cycle way, swooping magpie area, narrow bridge etc.

Strategies for passing the identified dangerous areas were developed through class discussion and included on our map.

## Learning Intentions

### We are learning to:

- Ride safely in the community

## Success Criteria

- I can use skills learnt through Safe Cycle to ride safely on an organised ride
- I can work cooperatively with others

## Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
  - proposing and implementing actions and protective behaviours that promote safe participation in physical activities (CA, GS, HBPA, S)
- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)
  - exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments (LLPA, CA, HBPA)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



### Note

If schools choose or need to run this lesson on school grounds around a constructed course due to site issues, it would still be ideal for each student to have a bike and helmet. By encouraging students to bring their own bikes and helmets to school we are also encouraging active travel.

This lesson is intended to give students the opportunity to apply the skills covered through Safe Cycle in a “real” situation – i.e. riding off school grounds on the route planned out in the Lesson 8: Route Planning. Alternatively, you can construct a course on school grounds.

## Prior to ride date

Follow your school’s procedures for excursions and take these steps into consideration:

### 1. Risk Assessment and Management Plan

Complete risk management plan and get it signed off prior to the ride date (see USB for template and example)

### 2. Permission note (if leaving school grounds)

- Each child will require a bike and helmet. Students who do not have access to a bike at home will be able to use school bikes and helmets if available
- Send permission note home to parents/carers (see *Permission Note* template USB) at least two weeks prior to the ride date.

### 3. Staffing

It is recommended to have at least two teacher/adults available to accompany the group. Invite parents/carers and/or other school community members to join in.



## Equipment and preparation

- Ride route from Lesson 8
- Bikes (one per student)
- Helmets (one per student)
- Bikes and helmets for accompanying teachers/adults
- Whistle
- First aid kit
- Fluoro vests for adult riders

## ⚠ Safety First

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check.

### Lesson introduction

#### Explain to students:

In this lesson you will have the opportunity to apply all the skills we have covered in the Safe Cycle program on the ride route we decided (or constructed course on school grounds).

The emphasis will be on riding safely and being in control at all times.

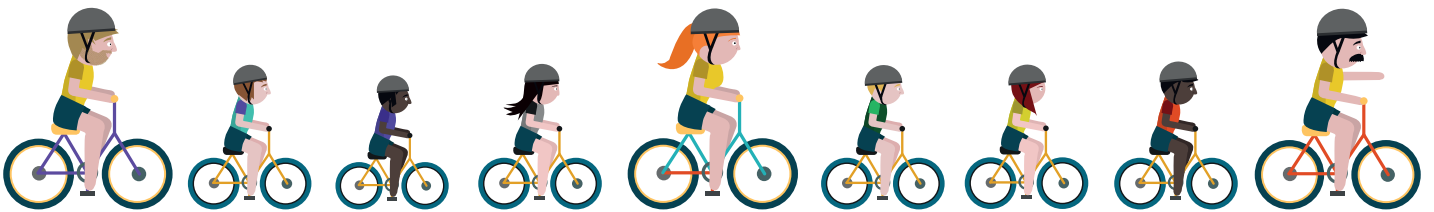
#### Explain the rules for ride:

- We will be riding at the speed of the slowest rider
- If one person stops, we all stop
- Ride in single file and there will be no overtaking
- Remember to keep at least two bike lengths between you and the rider in front of you
- Riders are to keep to the left side of multi-user paths
- If my whistle sounds at any stage you are to stop immediately and wait for further instructions.



### Activity

Line students up on their bikes in a “ride line” as per the diagram below.



Reinforce ride rules from introduction and answer any questions students may have before heading off.

### Reflection

It is important that sufficient time is allocated for the group to reflect on the community ride.

In small groups have students complete a PMI chart (see USB for Student Worksheet) about the ride (including the chosen route) and share it with the class.

Facilitate discussion around points raised by the group.



Name: \_\_\_\_\_



Student worksheet  
Lesson 9: Community Ride



How was your  
community ride?

**Plus**  
What did work?

**Minus**  
What didn't work?

**Interesting**  
What did I like



# Suggestions and extension activities

## Hesitant Rider Suggestions

These are suggestions to help riders not yet at the expected skill level to build their confidence.

- Lower the seat, enabling the rider to put both feet flat on the ground while seated. As rider's confidence increases gradually raise the seat.
- Use balance bikes instead of pedal bikes. You could remove the pedals from a bike if you don't have balance bikes.
- Place riders in like ability groups
- Use assistants/helpers/peer mentors (if available) to provide 1:1 instruction
- Use grass areas instead of asphalt

## Confident Rider Challenge Activities

Challenge activities are ways for the teacher to easily increase the activities' challenge. These may be introduced to better meet the skill level of students or to engage students for longer periods without needing to change the activity set up.

With all of these activities, after a couple of successful loops, ask students to change direction and repeat.

### 1. Speed up / slow down

Ask students to speed up, slow down and to stop at different times.

This will help build the students' skills to observe and react to other people around them.

### 2. One hand

- Ask students to take one hand of the handlebars.
- As students ride by you ask them to give you a high five, adjust your hand height so students have to reach up, down or out to give the high-five.

This is good practice for hand-signalling.

### 3. Doubling up

- Doubling up is when riders switch from single file to side by side with two across.
- The first time pairing up, set pairs.
- For additional times, let students work it out themselves as they are riding.
- This will help them build their communication skills whilst riding and their ability to react to other peoples' actions around them.

Doubling up is a useful skill for when you are leading class rides outside the school.

There will be times you want students to ride side by side, so as to keep your group closer together.

### 4. Slalom

- Set up a row of cones a few metres apart.
- As students ride through this section ask them to swerve left right around the cones.
- To increase the challenge level, bring the cones closer together.
- To further increase the challenge level ask students to slalom around the cones whilst paired up.

### 5. Advanced cornering skills

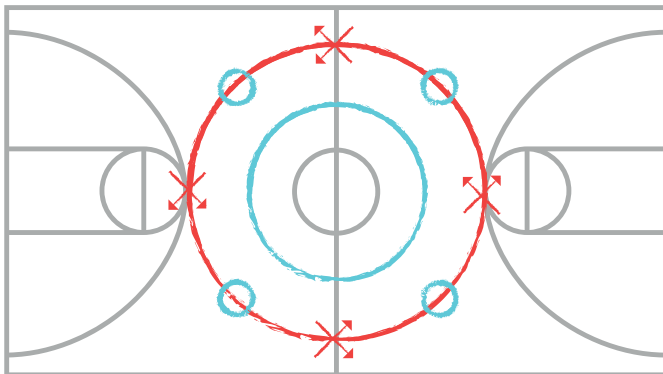
Ask students to have their inside pedal up when cornering.



# Bike Games

- These games are designed to build bike handling confidence and skills through play. Most of these games are designed to develop cycling observation skills and crucial traffic defensive riding skills.
- The games in blue are best played on a basketball court or similar area using the design pictured on the basketball court. This course can be used for all of the blue games without needing to reset your activity area.
- Use chalk or markers to set up the course. Change the size to suit number and size of riders.
- Green games are best played on grass areas.
- These games are included on the Bike Games Lanyard in your Safe Cycle kit and available to download from [paf.org.au](http://paf.org.au)

## Games ① to ⑧



### ① High Five

**Skill level:** Beginner

**Set up:** Large circle

- Riders ride around the circle.
- As they pass the games assistant, they high or low five each other.
- Change directions and go again.

### ② Bubble Pop

**Skill level:** Beginner

**Set up:** Large circle

- Blow bubbles across the riders path.
- Riders try to pop as many bubbles as they can.
- Riders may ride into bubbles or pop them with their bike, hands or feet.

**Variation:** Bubble Tag

- Riders need to avoid the bubbles.
- If they are tagged by a bubble they are out.

### ③ Look Back

**Skill level:** Beginner to moderate

**Set up:** Large circles

- Riders ride around in a circle, after they pass the game assistant, they look back and identify if the assistant has their hand up or down.

### ④ Passing By

**Skill level:** Moderate

**Set up:** Basketball court

- Use the outer square of a basketball court.
- Split the class in two, half on the inside riding anti-clockwise, the others outside riding clockwise.
- Do three laps then switch direction.

### ⑤ Elimination Circle

**Skill level:** Moderate

**Set up:** Circles

- Riders circle around on the larger circle in the same direction.
- As riders circle they must not touch other riders or put a foot down or they are eliminated.
- As riders are eliminated move the remaining riders onto the smaller circles.
- When you are down to 2 riders, they must keep at least one wheel in the inner circle.

## 6 Catch the Ball

**Skill level:** Moderate

**Set up:** 3 circles

- The game assistant stands in the centre circle and passes a tennis ball or similar to riders as they ride around them.
- Riders are to catch the ball with one hand and pass it back to the game assistant.
- If a rider drops the ball, they are eliminated.
- As riders are eliminated, move remaining riders into smaller circles.
- The game becomes harder as riders move in and have less time to react when catching the ball.

### Variation

- The difficulty level can be varied by either throwing the ball to the same spot so riders know when it will be their turn, or by throwing to a random rider.

## 7 Track-stand

**Skill level:** Moderate to advanced

**Set up:** Large square or circle

- Riders line up facing inwards with their front wheel on the outside square or circle.
- Riders are to maintain their balance for as long as they can without putting a foot down.
- Riders are not to bounce or roll the bikes further than about 30cm.
- As riders put their foot down they are eliminated.
- When only a few riders are left and they have been balancing well for an extended period, make it harder by asking riders to remove one hand from the handle bars, then one foot from a pedal.

## 8 Traffic (Balance and Baulk)

**Skill level:** Advanced

**Set up:** Large square

- Riders start facing inwards with their rear wheel on the square and begin the game by riding into the square in random directions while trying to get their fellow students eliminated.
- Riders must not put a foot down or make contact with another rider or they are out.
- Riders may stop and do a track-stand (stay still on their bike), but only for 3 seconds, the idea is to keep riders moving.
- As riders are eliminated, move remaining riders into smaller circles.
- When only 2 riders remain, add an extra challenge by giving riders a count-down from 5 to get a wheel within the innermost circle.

## 9 Synchronised Riding

**Skill level:** Advanced

**Set up:** Circles (4 teams of 2 riders)

- Pairs start side by side on either side of the red circle and start riding around the circle together in the same direction.
- When they pass the small blue circles they must high-five each other. Complete a few revolutions.
- Change task to when riders pass the arrows they must switch who is riding on the inside and who is outside the circle. Complete a few revolutions.
- Combine both tasks, riders are to high five and switch as they pass the different marks.
- Riders must not put a foot down or make contact with another rider or their team is out.
- If a rider misses a task then their team is out.

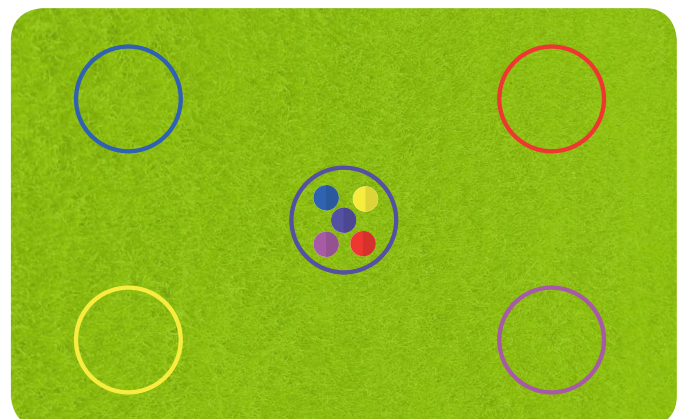
## 10 Rob the Nest

### Equipment:

- 5 hoops
- 20-25 small/medium balls

### Game Set up

- Large grass area
- Set up "nests" (hoops) approximately 20m apart as above
- Place "eggs" (balls) in the inner "nest" (hoop)



## 10 Rob the Nest

**Skill level:** Moderate

**Set up:** Large grass area (see diagram over leaf)

- Divide riders into 4 equal groups, standing behind the 4 outside nests with their bikes.
- On go, the first rider from each group rides to the middle nest and collects an egg.
- They ride back and place the egg into to their teams' nest.
- Groups continue to send riders out to collect one egg at a time until all eggs are removed from the middle nest.
- Teacher yells "rob the nest".
- Groups send one rider at a time to "rob" an egg from another team's nest and return it to their home nest.
- Game continues for 2 mins (or other pre-determined amount of time).
- Winning team is the team with the most eggs at the end of the game.

### Variation

- Once all eggs have been removed from the middle nest, all members of each group ride off to "rob" other nests. This requires a higher riding skill level as their will be many more bikes riding around at once.

## 11 Mountains and Valleys

**Skill level:** Moderate

**Set up:** Large grass area, approx. 30mx30m

**Equipment:** 1 small soft dome cone per student

- Split group into two even teams – "mountains" and "valleys".
- Give each student a small soft dome cone.
- Students spread out around area on their bikes.
- "Mountains" place their cone right side up and "Valleys" place their cone upside down.
- On teacher's instruction students ride around the area and stop their bike at the other team's cones to turn them over (ie. Mountain team aims to turn all the cones right side up and Valleys aim to turn all the cones upside down).
- Game continues for a pre-determined amount of time and the winning team is the team with the most "mountain" or "valley" cones.

### Variation

- Students cannot turn the 2 of the same coloured cones over in a row.

## 12 Run the Gauntlet

**Skill level:** Moderate

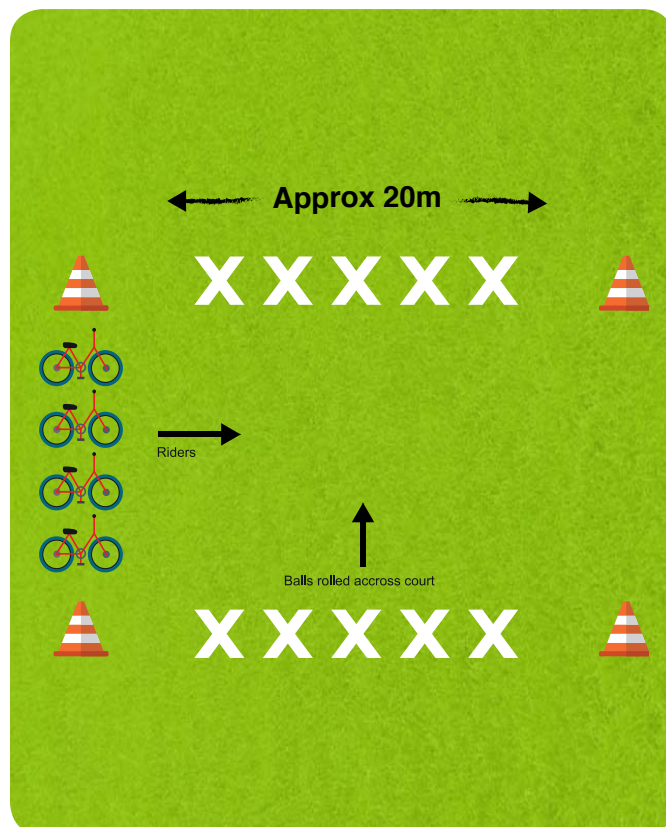
**Set up:** Large grass area (see diagram over leaf)

**Equipment:** 4 cones, medium sized soft balls for half of the students

- Put students in pairs.
- One is the "rider", the other is the "roller".
- Riders line up at one end of the area with their bike.
- Rollers split themselves evenly on either side of the area opposite another roller (see Xs in diagram).
- Rollers on one side of the area get a ball.
- On teacher's instruction, the riders ride slowly from one end of the area to the other while the rollers roll the ball across the area to the opposite roller.
- Riders try to dodge, swerve and avoid hitting balls.
- After a pre-determined number of passes between rollers, riders and rollers swap roles.

### Variation

- If a rider gets hit by a ball they have to ride their bike around a pre-determined point (eg. cone, tree) before they re-join the game.



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**WALK**  
*to school*