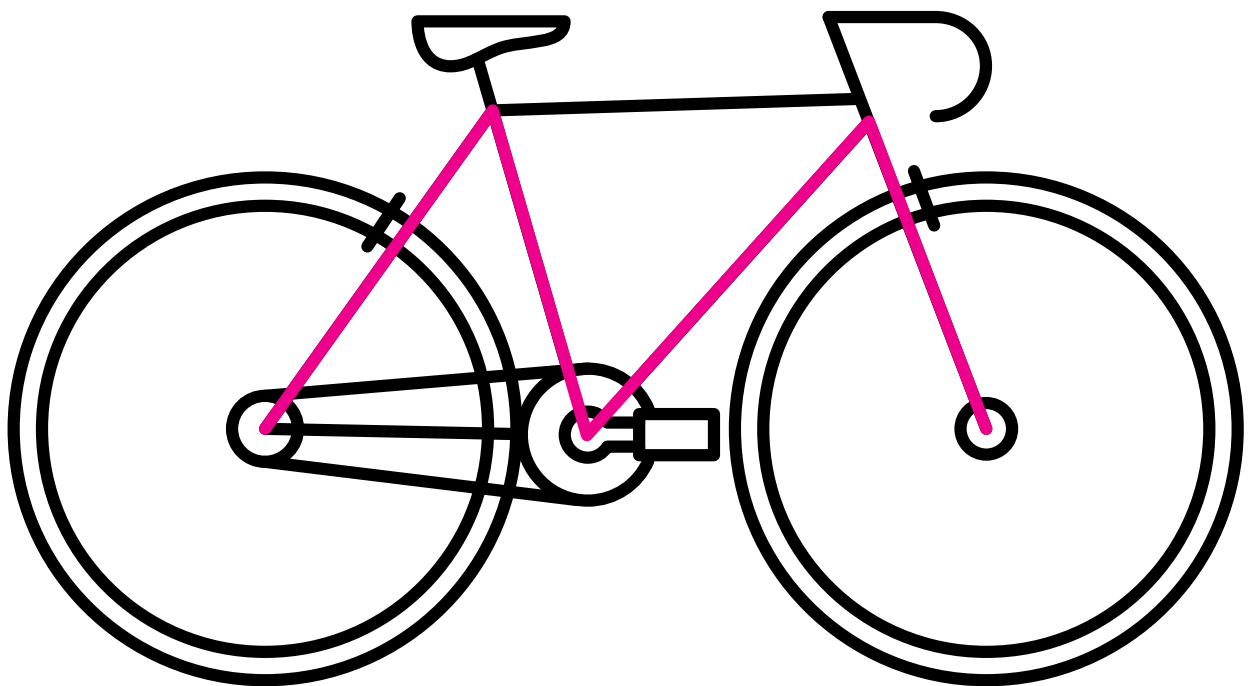


Bike Education Lesson Plans



**RIDE2
SCHOOL**

Bike Education Lesson Plans

The idea behind this resource is for teachers to be able to create their own Bike Education program by picking and choosing the lesson modules that fit into the timeframe that they have to run the program.

Below is a breakdown of all the important skills/lessons that will be able to progress the students' bike handling and safety skills from classroom to playground, footpaths and finally onto the road.

Ride2School suggest that a thorough bike check be conducted on the students' bike prior to starting the program. That way once the lessons begin time is not lost on fixing students bikes.

LESSON IMPORTANCE

There are three different types of lessons represented in this unit and they have been colour coordinated to emphasise their importance. Most of the lessons will take 15 minutes or less depending on demonstrations and how quickly the students acquire the skills.

**Stop and do**

Lessons of the highest importance

**Ride on through**

Important lessons that should be considered but could be left out

**Keep going**

Usually games or extra lessons to added if time permits

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1. Intro lesson

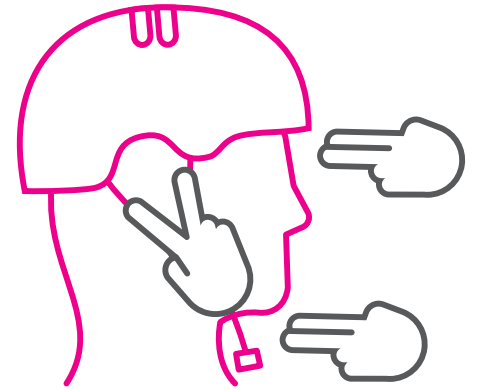
Topic	Time	Content	Equipment
Why ride a Bike?	5 mins	<ul style="list-style-type: none"> • Health - heart/brains/muscles/fitness/ 'Students who ride to school take in more information about their surroundings than those who are driven.' • Transport - it's faster than walking • Save money - no petrol/no parking/less health issues/bikes cheaper • Spend more time with family - riding to school or socially on weekends • Save the world - less pollution/one less car on the road • Who rode today? Who rides most days? Walk or scoot? 	
What will I learn?	5 mins	<ul style="list-style-type: none"> • Bike skills - confidence on a bike and tricks and tips to make riding easier • Bike safety - a working bike is a safe bike • Traffic and footpath safety - good bike awareness leads to good traffic awareness 	
Ready to ride	5 mins	<ul style="list-style-type: none"> • Clothing to wear - bright clothing/benefits of long sleeves • Shoes - closed toes/laces tied or tucked in • Helmets - AS/NZS2063 standard/not cracked/fits appropriately • Bicycle - in safe working order • Please come ready with these items for next units 	
Helmets	10 mins	<ul style="list-style-type: none"> • Refer to 2.1. Helmet fit teaching points 	<ul style="list-style-type: none"> • Helmet
Bike fit	10 mins	<ul style="list-style-type: none"> • Refer to 2.2. Bike fit teaching points 	<ul style="list-style-type: none"> • Bike
Bike check	15 mins	<ul style="list-style-type: none"> • Refer to 2.3. ABCD bike check teaching points 	<ul style="list-style-type: none"> • Bike • M check poster • Allen keys set or multi tools.
Basic bike mechanics (time dependent)	10 mins	<ul style="list-style-type: none"> • Tools - multitool will do most things. Tighten any allen bolts you find • Tyres - how to use tyre levers/not always required. Replace or patch tube? • Oils - wax lube or oil based/make sure to wipe off excess so dirt doesn't gather on chain • Avoid leaving your bike out in the rain or weather • If unsure and you don't have bike with you/take it to a local bike shop • Refer to Lesson 2.9. Basic mechanics for more info 	<ul style="list-style-type: none"> • Multi tool • Allen keys • Rag + lube
Ride time		<ul style="list-style-type: none"> • Give clear boundaries to students • Set up a small course with cones • Allow students to ride their bikes and practice • Watch for skills and areas to improve 	<ul style="list-style-type: none"> • Variety of different bikes to ride • Bike stand • Tool kit

2. Basics

2.1. HELMET FIT

Teaching points:

- By law all bike riders are required to ride with an Australian Standard AS/NZS 2063:2008 sticker on the inside of the helmet.
- Check helmets for any damage inside and out. Any cracks, breaks or missing chunks in the form should serve as a warning not to use the helmet.
- Use the two-finger fit method. two fingers above brow, two fingers in a V at ear, two fingers under chin strap.
- Refer to Bicycle Network helmet fit guide: bit.ly/helmetfitguide
- Demonstrate how to fit a helmet emphasising each step, then help students.



2.2. BIKE FIT

Teaching points:

- “If it looks too big/small it probably is”.
- Frame size – you should be able to stand over the top tube with your feet flat on the ground with approximately 5-10 centimetres clearance between you and the bike (doesn't apply to BMX or scoop frame “ladies” bikes).
- Seat height is roughly hip height, but a better indication is sitting on the seat with the pedal at the bottom of the stroke, your knee should be slightly bent. This usually means you can reach the ground whilst sitting on your tippy toes. This can be intimidating for new riders, and rider comfort should be encouraged over perfect fit.
- Forward reach to the handlebars should feel comfortable. Not too long, not too short.
- Your knees shouldn't interfere with the handle bars when turning.

ROUGH SIZE GUIDE:

AGE	1.5-3	3-4	3.5-5	4-5	5-8	8-11	9-13	13+
WHEEL SIZE	10"	12"	14"	16"	20"	24"	26"	27.5" 29" 700cc
INSEAM	29-33 cm 11.5"	34-41 cm 13.5"-16"	38-46 cm 15"-18"	44-48 cm 17.5"-19"	48-56 cm 19"-22"	56-64 cm 22"-25"	61-71 cm 24"-26"	71+ cm 26"+

2.3. ABCD CHECK

Teaching points:

- To use in conjunction with the 'M check' resource: bit.ly/theMcheck
- Go through each of the key points below and explain how to check and the importance of each. A full check should take less than a minute (if nothing is wrong).
- Key points:
 - A – Air – Check air pressure front and rear. Follow manufacture recommendations on tyre. Either the lower number or in-between the upper and lower limits is good. Without air in your tyres, you can't ride. Also, check tread and side wall for wear.
 - B – Brakes – Check front and rear brakes work. Gently roll bike back and forth, testing the brakes one at a time.
 - C – Chain – Is it there? Does it run freely when spun backwards? (good time to mention not to change gears when stationary). Clean or rusty?
 - D – Drop – Lift the whole bike 10cm off the ground and drop. Listen for any loose sounds that aren't chain slap. Loose wheels, headset, flat tyres etc.
- Ready-to-ride clothing – make sure students are wearing appropriate clothing e.g. closed-toe shoes, tucked-in laces/pants, bright colours, comfortable.
- Other things to check – bell, reflectors, lights, pedals.

M CHECK

Saddle

- Check it's secure
- Correct height (should be in line with your hips)
- Check max extension mark
- Check seat post is clamped/bolted

Brakes

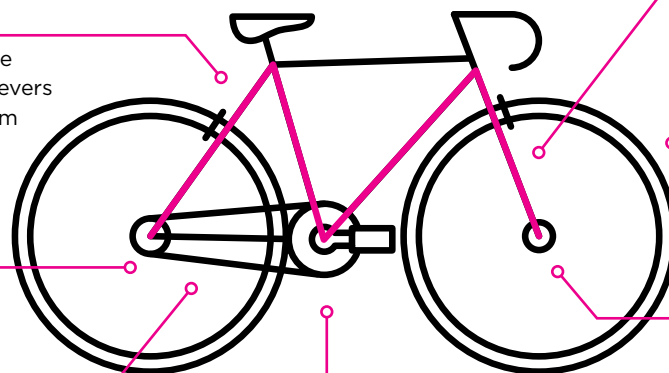
- Brake levers are easily accessible
- No excess pull required on the levers
- Brake pads are clear from the rim
- All components are tight
- No frayed cables

Gears

- Derailleur is clear of spokes
- All gears can be selected
- Ensure gears don't slip

Chain

- Chain remains on sprockets
- No sign of rust or stiff links
- No excessive play in the chain



Handlebars

- Aligned with front fork
- No movement or swaying

Forks & Frame

- No cracks or holes
- No wrinkling paintwork or rust

Tyres

- Check the condition (not worn or cracked)
- Check pressure

Front Wheel

- Check wheel nuts and quick release levers are secure, and the wheel sits centred in fork
- No spokes missing or loose
- Wheels roll smoothly
- Rims run free of brakes

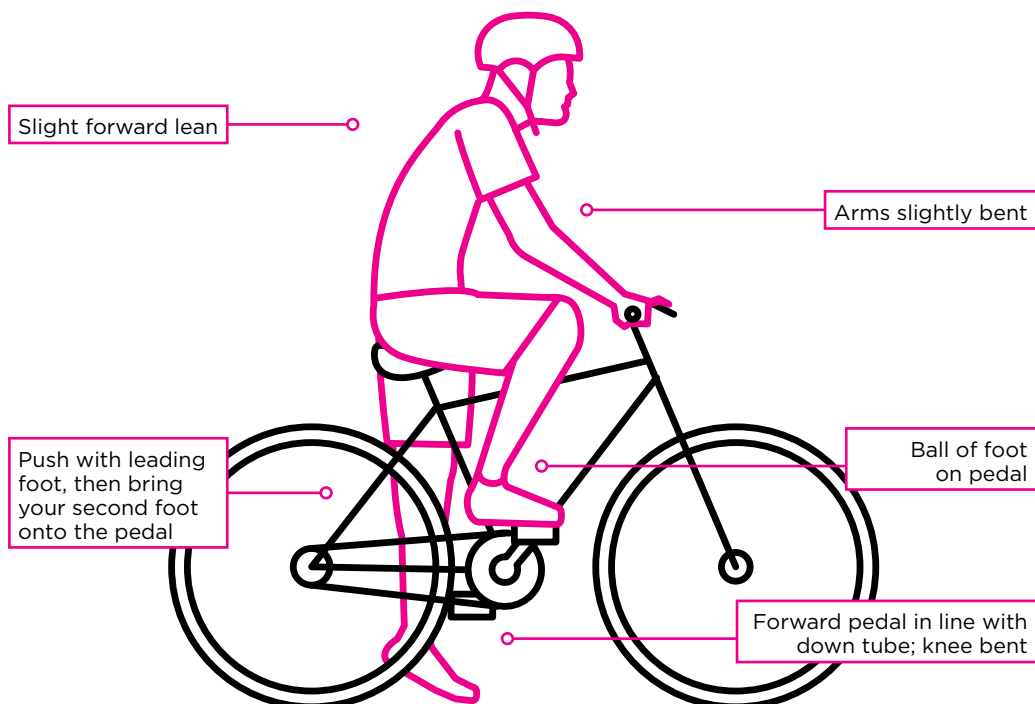
Bottom Bracket

- Hold pedal crank arms and check there is no side-to-side movement

2.4. BODY POSITION

Teaching points:

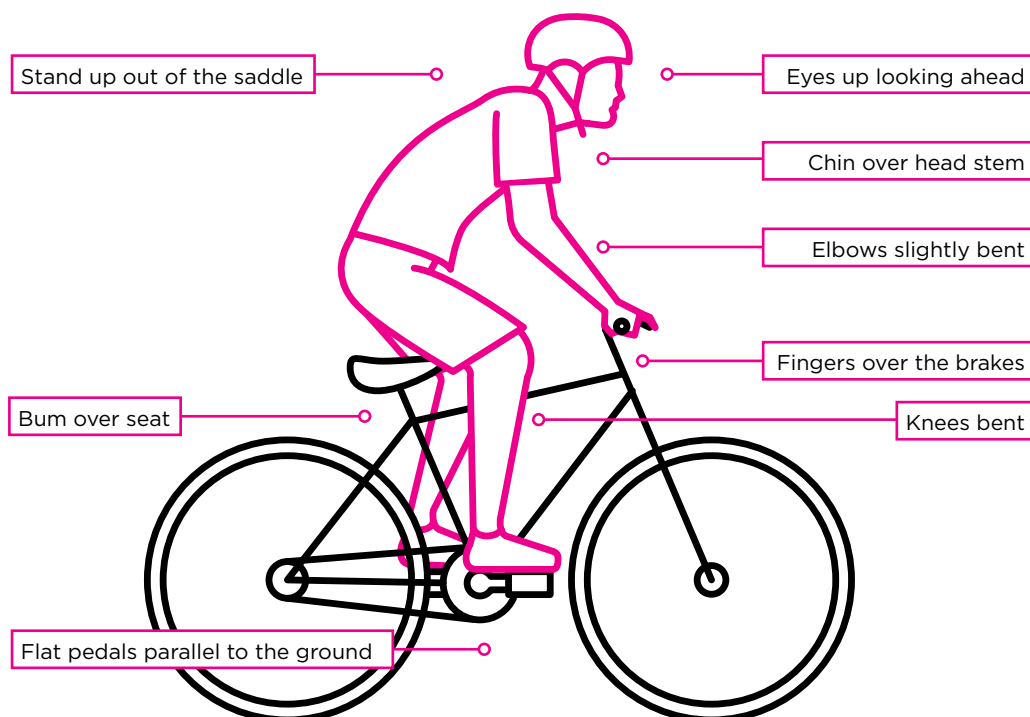
- Bike fit and saddle height correct?
- Either throw a leg over the saddle/top tube or lean the bike away/towards you and step over the top tube to get on the bike.
- You should be able to comfortably reach the handlebars of the bike.
- Sitting on the saddle, you should have a slight forward lean and arms slightly bent to reach the handle bars.
- Power position – forward pedal in line with the down tube; cranks at a 45 degree angle, ball of the foot on the pedal. Ready to push with the leading foot:
 - Push with the leading foot, and bring your second foot onto the other pedal
 - Pedal
 - All in one quick smooth action
- Pedalling and rolling speed will increase balance. If in doubt, pedal.
- Balance starts with the head. Keeping the head “quiet” or still will reduce bike wobbles.
- Ride within control.
- Demonstrate each point emphasising each step.



2.5. DEFENSIVE BODY POSITION

Teaching points:

- The Defensive Body Position (DBP) should be the 'go to' riding position any time you're not pedaling. It puts the rider in a safe and strong position so they can deal with any unexpected circumstances.
- Key points:
 - Stand up out of the saddle
 - Flat pedals, parallel to the ground
 - Knees bent to absorb any impacts and to allow the bike to move freely underneath the student
 - Elbows slightly bent, pointing out slightly
 - Finger/s over the brakes
 - Eyes up looking ahead
 - Body weight neutral. Bum over the seat, chin over the head stem.
- The rider should be ready mentally for any hazards that may arise whilst riding. They should be constantly scanning and being vigilant.
- Best demonstrated stationary first -
 - Ask for a volunteer and their bike
 - By squeezing the students front wheel between the instructor's legs (can also hold the handle bars close to the stem) they can correctly position the student into the DBP.
- Demonstrate and emphasise each point.
- Get students to gather speed and assume the DBP, and coast between two points.
- This can be combined with 2.7. Emergency braking.



2.6. BRAKING

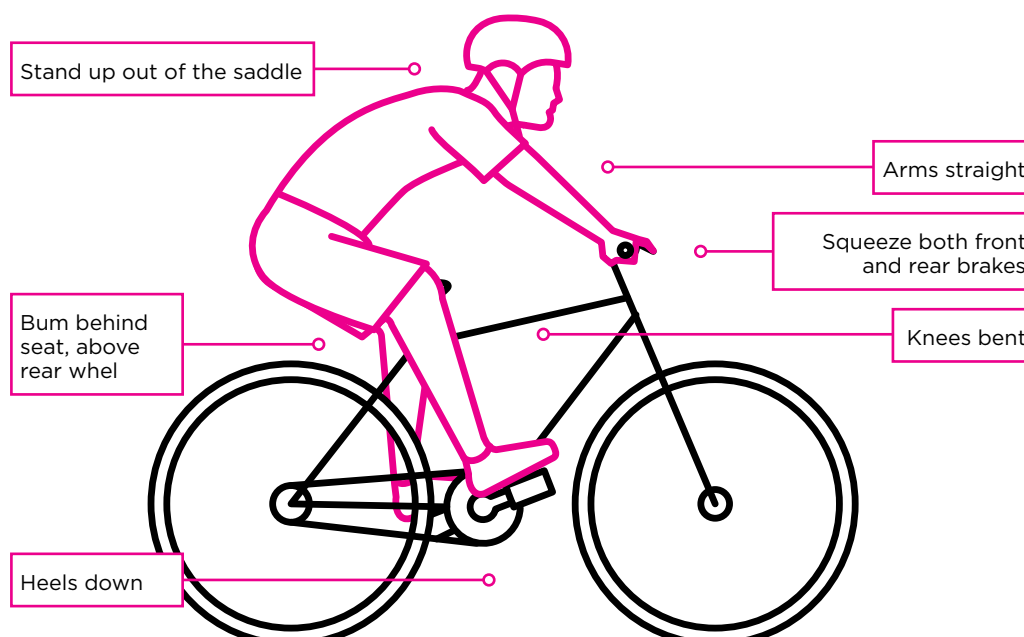
Teaching points:

- Braking is almost more important than riding. Teach how to stop before how to go.
- Position the students off their bikes along a line.
- Ask them to walk their bike forward and experiment with the brakes.
- Left hand - back brakes. Right hand - front brakes (on most bikes).
- Demonstrate how much more powerful the front brake is and what happens when it is applied quickly.
- Key points:
 - Non-emergency – gently squeeze both front and rear brakes equally whilst seated
 - Skids – skids are good to teach. It should show that by skidding you are no longer in control of the bike. Skids can be fun too.
- Allow the students time to ride around testing brakes, (expect skids).
- Get them to ride with the brakes on. Pedal through the brake.
- This can be covered during 2.3. ABCD check.

2.7. EMERGENCY BRAKING

Teaching points:

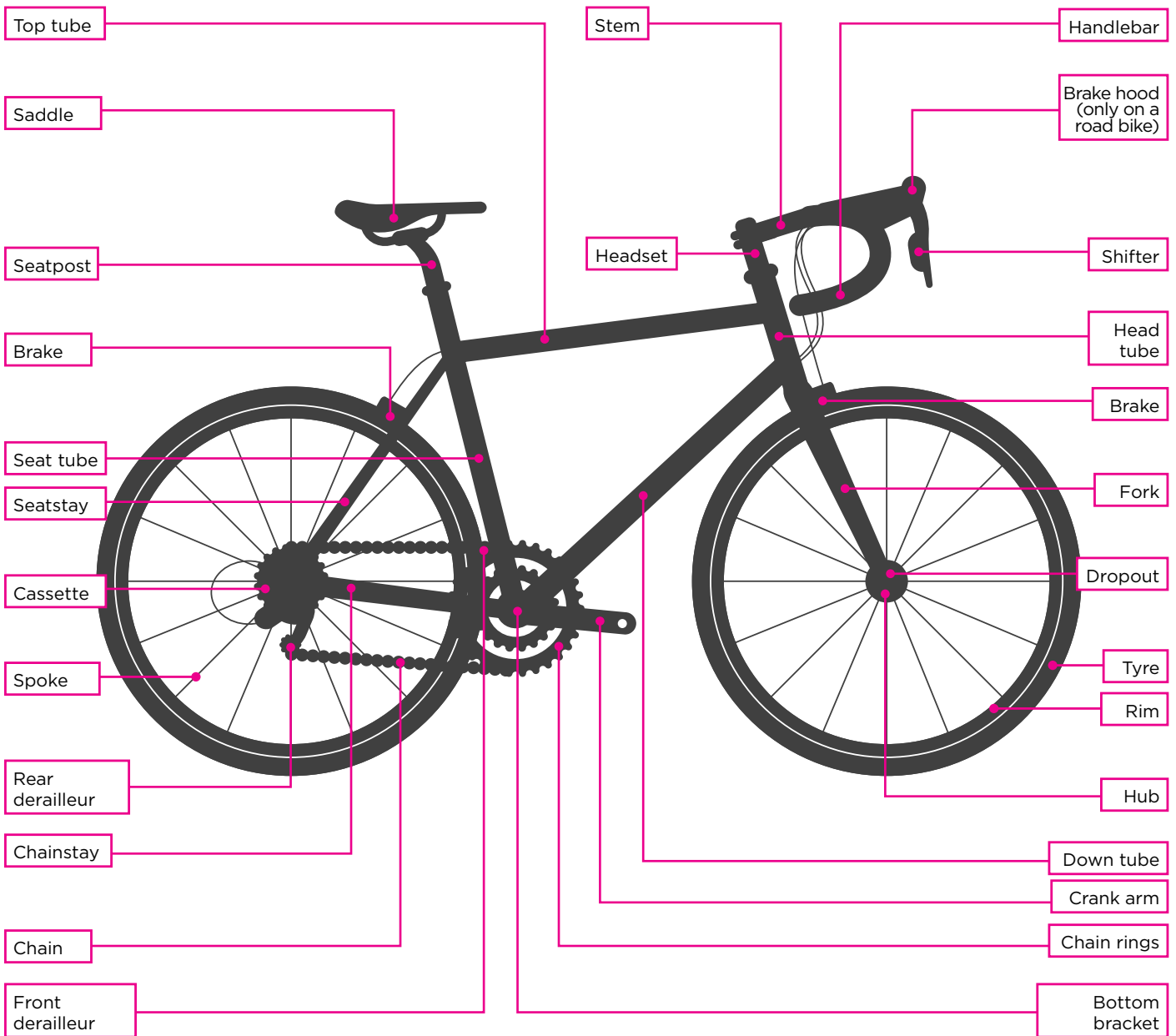
- Emergency braking is a similar body position to DBP, and as such the two lessons can be taught together.
- Emergency braking is a critical skill to learn so the rider can stop quickly and safely. It needs to become second nature for the rider to be able to move their body around above the bike.
- Key points:
 - From a standing position, move body weight back past the saddle and over the rear wheel. Bum should be behind the saddle and above the rear wheel (or near to). This will stop them from going over the handlebars. It should be a quick snappy backwards movement.
 - Arms straight
 - Knees bent to absorb any impacts and to allow the bike to move freely underneath the student
 - Heels down
 - Squeeze both front and rear brakes equally. Front brake has more stopping power.
- Best demonstrated stationary first:
 - Ask for a volunteer and their bike
 - By squeezing the students front wheel between the instructor's legs (can also hold the handle bars close to the stem) they can correctly position the student into emergency braking position
 - Do this standing side on to the rest of the students so they can see the correct body position.
- Works well to get the students practicing off the bike first, imagining that they are holding onto handle bars. The emphasis should be on the students moving their bum back and down. Not just doing a squat. By moving their bums back, their arms should straighten on the imaginary handle bars.
- Get students to gather speed then perform an emergency stop between two points. Repeat.
- Some rear wheel skid is ok, but its best done without locking the wheels.



2.8. PARTS OF THE BIKE

Teaching points:

- Either use a real bike or a picture of a bike and labels.
- Briefly explain each part when students point them out.



2.9. BASIC MECHANICS

Teaching points:

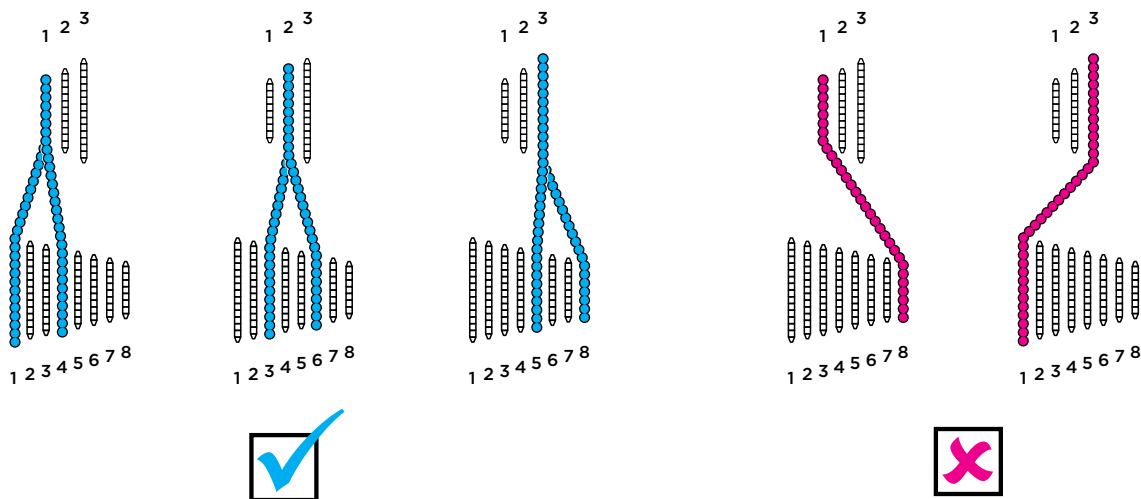
- All best done with a demonstration.
- BikeRadar maintenance playlist: bit.ly/bikeradarmaintenance
- Chain clean:
 - Gently holding a rag on the bottom of the chain, pedal the cranks backwards for 10 seconds to clean off old grease/lube. If chain is very dirty, you'll need to use de-greaser
 - While pedaling the crank backwards, apply lube to the bottom chain close to the rear derailleur jockey wheel or the cassette. Make sure the whole chain gets lube
 - Let lube settle for a minute or two
 - Spin the chain hard backwards for 10 seconds
 - Gently holding a rag on the bottom of the chain, pedal the cranks backwards for 10 seconds to clean off excess lube.
- Allen bolts - go over the entire bike and check the tightness of the Allen bolts. If any are loose, tighten them. Most will have a torque meter on them. 5 kN is a little bit more than hand tight.
- Brakes:
 - Make sure the brake surface is clean. Only use brake cleaner or a clean rag. Anything else can affect the stopping ability
 - Can tighten loose brakes with the barrel adjuster on the handle bars, or by increasing tension in the cable at the brake
 - V-brakes removal - pinch the two sides of the brake arms together. Wiggle the cable/metal elbow until you can remove it from the constriction on the top of the brake.
- Tyre/tube change:
 - Release the quick release skewer or loosen the bolts with a 15mm spanner
 - Remove the brakes
 - Remove the wheel
 - Remove one side of the tyre by peeling it off the rim. Tyre levers may be needed
 - Remove the tube
 - Check the rim for damage or sharp things
 - Reinstall new or repaired tube
 - Reattach the tyre to the rim. Once again levers may be needed. Be careful not to pinch the tube.
 - Inflate
 - Put the wheel back on the bike
 - Reattach the brakes
 - Reattach the skewer.

3. Skills

3.1. GEARS

Teaching points:

- Never change gears while stationary. Gears need the pedals, chain and cassette moving to effectively change the gear. Changing gears while stationary can damage the drive train once you start pedalling as it stretches the cable and adds extra strain to the chain. The only exception is Hub gears, but best not confuse the students.
- Avoid changing gears under heavy strain. For example, standing while pedalling up a hill or to start pedalling with a gear change.
- You need to be gentle with gears. Always try to reduce the pedal power slightly, and for a moment, when shifting gears.
- Left hand – changes the front cogs, usually one or three gears. Thumb changes the gears up (harder), finger changes down (easier). These gears are becoming less common on modern bicycles.
- Right hand – changes the rear cassette. These gears are more important to focus on as they are easier to use. Thumb changes gears down (easier), finger changes up (harder). A helpful reminder is, “thumb it to the summit, finger to plummet”. Cassettes can vary in size from as little as seven gears to 12.
- Gears overlap. The straighter the chain is, the more in line it is, the better the bike will ride. For example, avoid the extremes of gears. 1 and 8, 3 and 1.



- Gears are moved via cables. The cable will stretch over time and will no longer change efficiently and effectively. The key is the ‘click click click’ noise when trying to change gears.
- Allow students to ride around changing gears. Can use any of the activities below.
- Can set up large circle for the students to ride within, and link it to the Circle of doom game.
- It’s important to remember that not all bicycles have gears.

3.2. STRAIGHT LINE RIDING

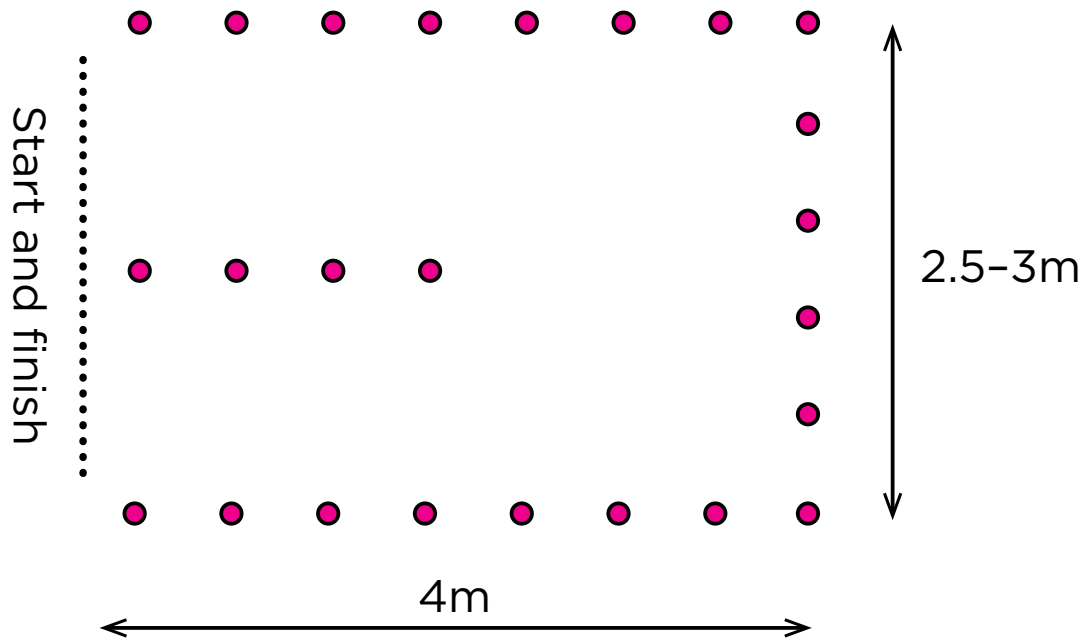
Teaching points:

- Set up an area with lines. Encourage students to ride along one line or between two lines.
- Key points:
 - Pedal! Pedalling is key to balance, balance is key to riding in a straight line
 - Look ahead as far down the line as possible. Not at the front wheel or the line immediately in front of them. Look at the end of the line and ride towards that
 - To help avoid wobbles keep your head still and keep pedalling.
 - By adding cones to ride between at the end of the line, students can focus on the gap between the cones for something to aim for.
 - If students focus on things, the line, cones, rocks etc, they will ride towards it.
- Extensions:
 - One-handed
 - Signalling
 - Add a shoulder check (Lesson 4.2.).
- Demonstrate first and emphasise the key points.
- The shoulder check lesson (Lesson 4.2.) fits in nicely.

3.3. BOX TURN

Teaching points

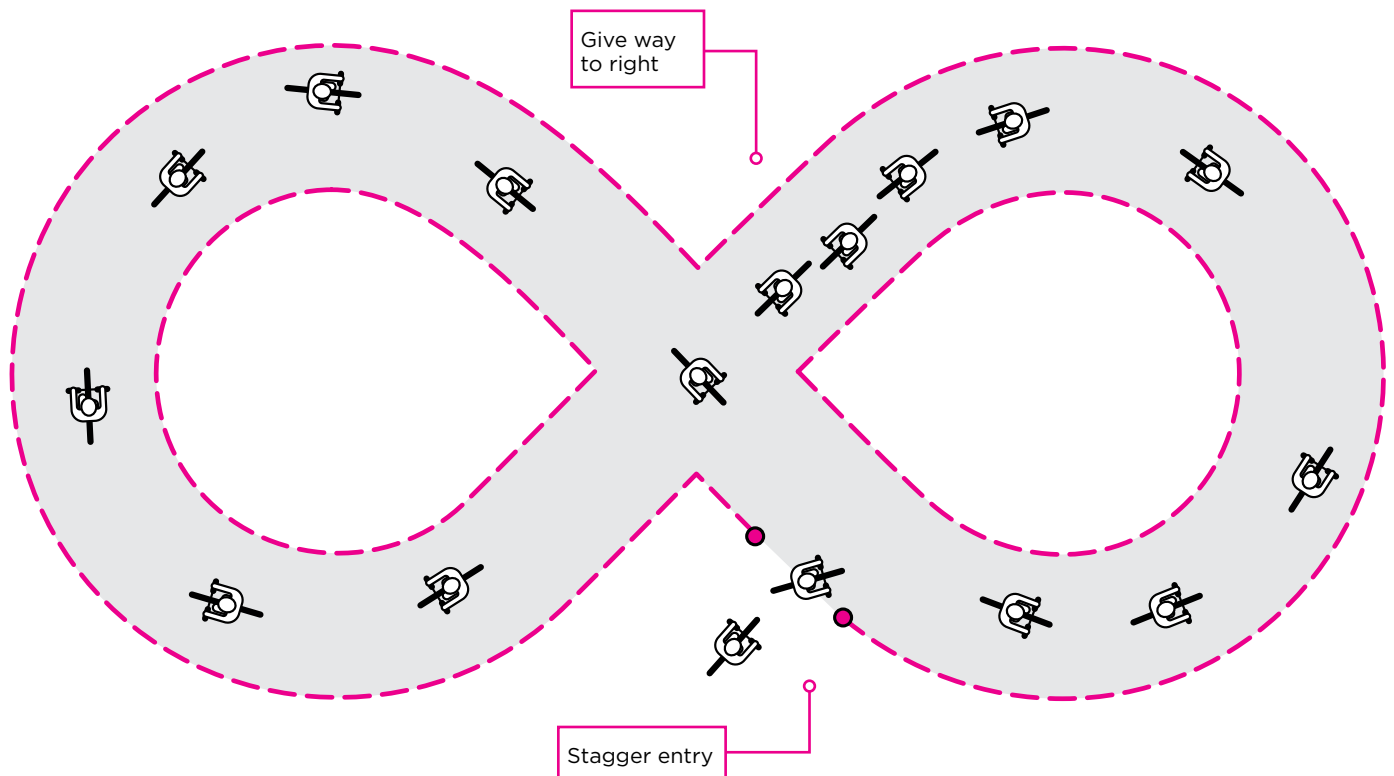
- Set up the box turn, approximately 2.5m-3m wide and 4m deep.
- Students need to turn within the box.
- Key points:
 - Pedal! Slow and steady. Pedal with the brakes on if needed. Sit up-right
 - Shifting to a low gear will make it easier
 - Shift weight to the outside of the turn
 - Bring the inside knee in towards the top tube
 - Turn with your eyes. Look through the turn and move your head.
- Try one handed turns if students are finding it either too easy or too hard. Using only their inside hand can help students understand the technique.
- People have a preferred side to turn to, dependent on their front foot. Good to practice both sides. Turning to the right will be more common.
- Demonstrate and emphasise the key points.
- This skill is important for bike handling and slow speed manoeuvre.



3.4. FIGURE 8

Teaching points:

- Set up a figure of 8 course with cones or lines. Make it large enough to easily fit all the students within the course. See diagram below.
- Have the students focus on constant steady pedalling. May have to pedal with the brakes on and shift to a lower gear.
- Look through the turn with their eyes and head. Don't look at the front tyre.
- Where the 8 crosses over, give way to the right.
- Extensions:
 - Ride one-handed
 - Practice signalling
 - Have the students come to a complete stop at the intersection
- Have all students ride the figure of 8 at once. Stagger their entry into the course so they are required to give way at the intersection.
- Good to practice active scanning and looking around at your surroundings.
- Demonstrate first and emphasise the key points.



3.5. ROUGH SURFACE

Teaching points

- Set up a course with a variety of surfaces, including grass, gravel, rocks, logs etc
- The bike will react differently to different surfaces.
- Poor surfaces will always be present in riding and it's important that students are ready for them.
- Key points:
 - Scanning. Always be looking ahead at the path in front to see potential hazards and surface changes.
 - Maintain speed so you can roll over the obstacles. Especially if pedalling over them will be a hazard.
 - Students should be in the defensive position to ride over obstacles – flat pedals, standing, bend in the knees and elbows, weight neutral. (See Lesson 2.4. body position.)
- Can be quite a fun activity to set up with lots of obstacles/hazards. Good as a follow the leader.

3.6 GOOD GAMES TO PLAY FOR BIKE CONTROL

- Games are a great and subtle way for students to increase their skills in a fun and safe environment. Below is a short list of some of the more critical games that increase learning. (A full list and lesson place of games is in Section 5. Games and Activities).
 - Slalom
 - Minefield
 - Follow the leader
 - Paper run/ball drop or coin drop
 - Slow Box
- The easiest way to incorporate these games is to line the four sides of a basketball (or similar) court with the activities to make an obstacle course.

4. Moving to the Road

The simplest way to teach students about moving onto the road is by simulating a road in the school yard. With painted lines, chalk and cones you can make all the intersections you need. Try and make them as life size as possible that way there is little information to transfer. Making a four-way intersection will cover most of the points below. Having simple stop and give-way signs either on stands or hand held are excellent to make the intersection more life-like.

Once students have mastered the skills in the school yard, design a short on-road ride that covers as many of the teaching points as possible. Emphasise that dismounting and walking is always an option, as well as trying to make eye contact with drivers to make sure you have been seen.

4.1. SCANNING

Teaching points:

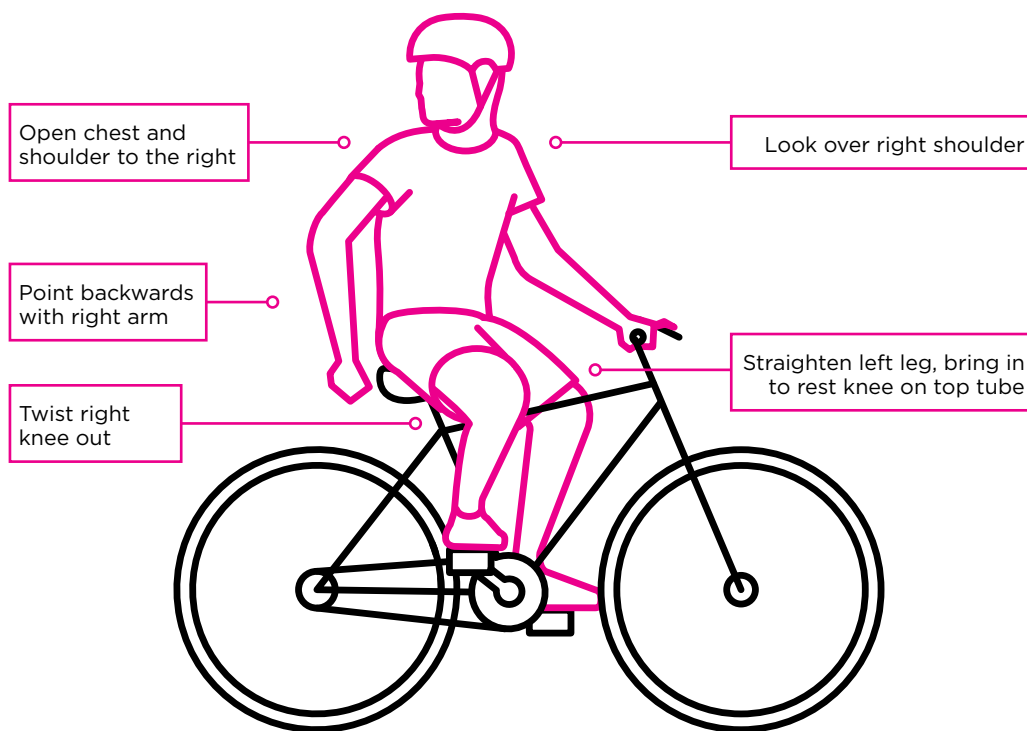
- Always be aware of your surroundings.
- Always keep an eye out for any obstacles or hazards e.g. cars, dogs, pedestrians, rocks, cracks in the pavement etc.
- It's good to ride being ready to stop at any time (defensive body position and emergency braking position).
- Try and be relaxed on the bike so you can respond to anything.
- A follow the leader or group ride is good to practice with.
- Figure 8 activity is great.

4.2. SHOULDER CHECK

Teaching points:

- Very important skill to master. By looking over your shoulder you can look out for cars and change lanes/turns.
- A quick shoulder check over the right shoulder is sometimes enough to see traffic. It's as simple as a quick head turn backwards. Get the students to sit on the bike a practice a quick head turn.
- However, a longer more considered shoulder check will be better.
- Key tips:
 - Start with students sitting on bikes not moving
 - Looking over right shoulder is most useful, as that is where traffic will be
 - Straighten left leg, and bring it in slightly so the knee can rest on the top tube
 - Open your chest and shoulder to the right
 - Twist your right knee out

- Point backwards with your right arm, grab the seat, or rest it on you hip. All of these will open your chest more and help keep you in a straight line. This is key! The more open your chest is the better your balance will be and it will allow you to continue to travel in a straight line.
- Check for dangers
- Replace hand back on the bars and continue
- Get students to practice within two lines on the ground. Either cones or running lanes/court lanes.
- Have a staff member standing behind and to the right of where the students are riding and hold up fingers between 1-5 and the students can then look and yell out the number.
- Fits in well with 3.2. Straight line lesson.



4.3. VEHICLE CLUES

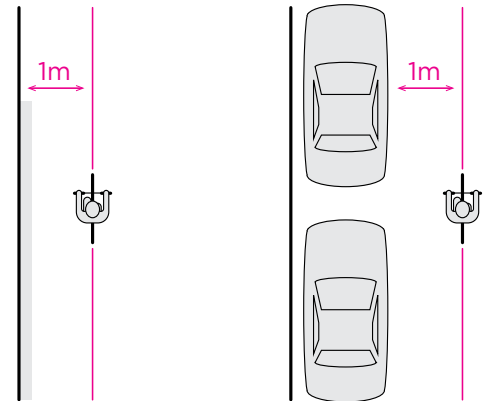
Teaching points:

- Whether riding on the footpath or road you need to be fully aware of your surroundings.
- Always be vigilant and scan for potential hazards.
- Vehicle clues:
 - Are the brake lights on, where is the driver looking, is the engine on, indicator on, is the person moving towards the car, is the door opening?
 - Never assume the driver has seen you and be ready to brake.
- If possible go to a busy street and watch vehicles and people to see what they do.
- Have a thorough chat with the students about looking out for vehicles.

4.4. WHERE TO RIDE

Teaching points:

- First and foremost, teach: If it is unsafe to ride, don't. Dismount and walk.
- Children under 12 years can ride on the footpath. It is currently illegal for those older than 12 to ride on the footpath in Victoria and New South Wales unless you are an adult accompanying a child under 12.
- A good spot to ride is about one metre out from the kerb or parked cars. It's enough space to avoid car doors and the hazards of the kerb.
- Mark out a line one metre from another line or fence to give the students an idea of distance.
- Another important thing to note is for student to ride where they are comfortable.
- Claim the lane. There is nothing illegal about riding in the middle of the traffic lane. Drivers could get frustrated, but if the rider feels unsafe anywhere else "claim the lane".



4.5. LEAVING THE KERB

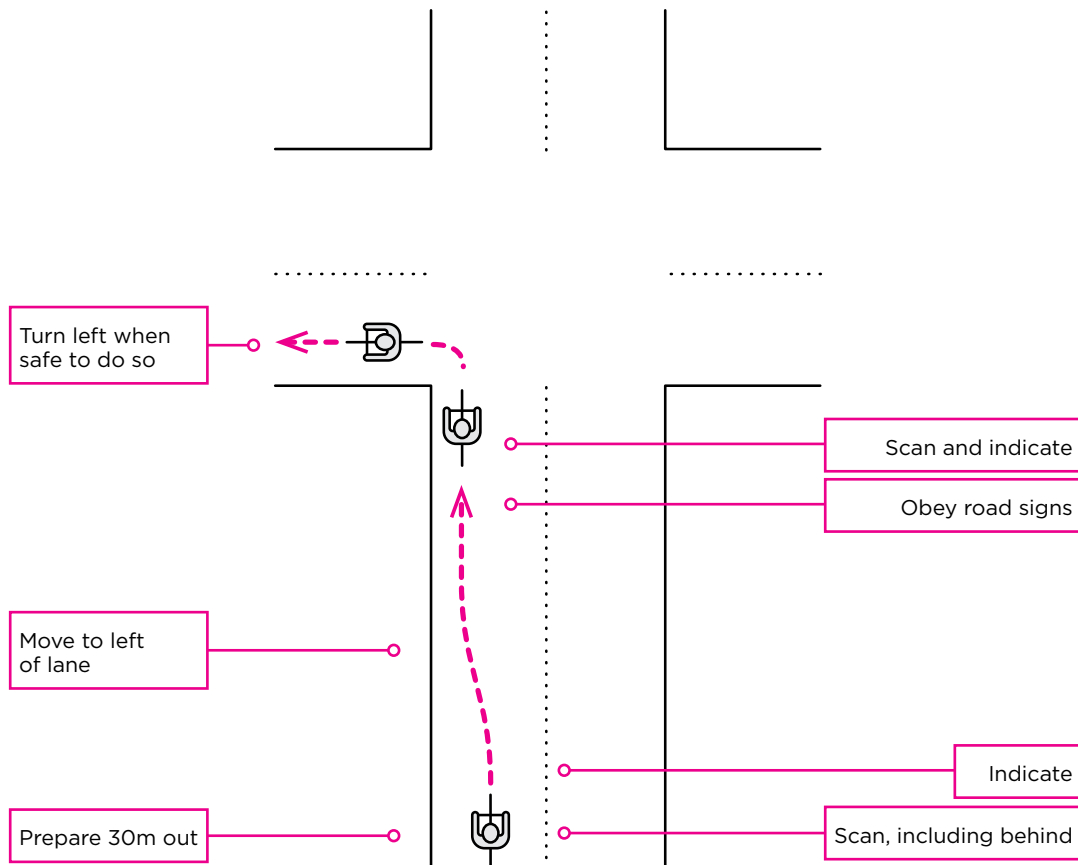
Teaching points

- Mark out a kerb or driveway.
- Key points for leaving the kerb to the left:
 - Stop at the edge of the road. Or if cars are parked, move to the vehicle line
 - Scan, including behind
 - Wait for traffic while continually scanning
 - Move away from the kerb and move into position approximately 1 metre out from kerb or parked cars. Indicating is not needed, but is a good idea.
- Key points for leaving kerb to the right:
 - Stop at the edge of the road. Or if cars are parked, move to the vehicle line
 - Scan, including behind
 - Wait for traffic while continually scanning
 - Indicate
 - Move away from the kerb and move into position approximately 1 metre out from kerb or parked cars.
- Dismounting and walking is always an option, as leaving the kerb can be a tricky manoeuvre, especially if there are parked cars or traffic.
- Demonstrate how to safely leave the kerb. Make your movements and thoughts obvious.
- Get the students to practice, try including parked cars or use other bikes to make traffic.

4.6 INTERSECTION SKILLS

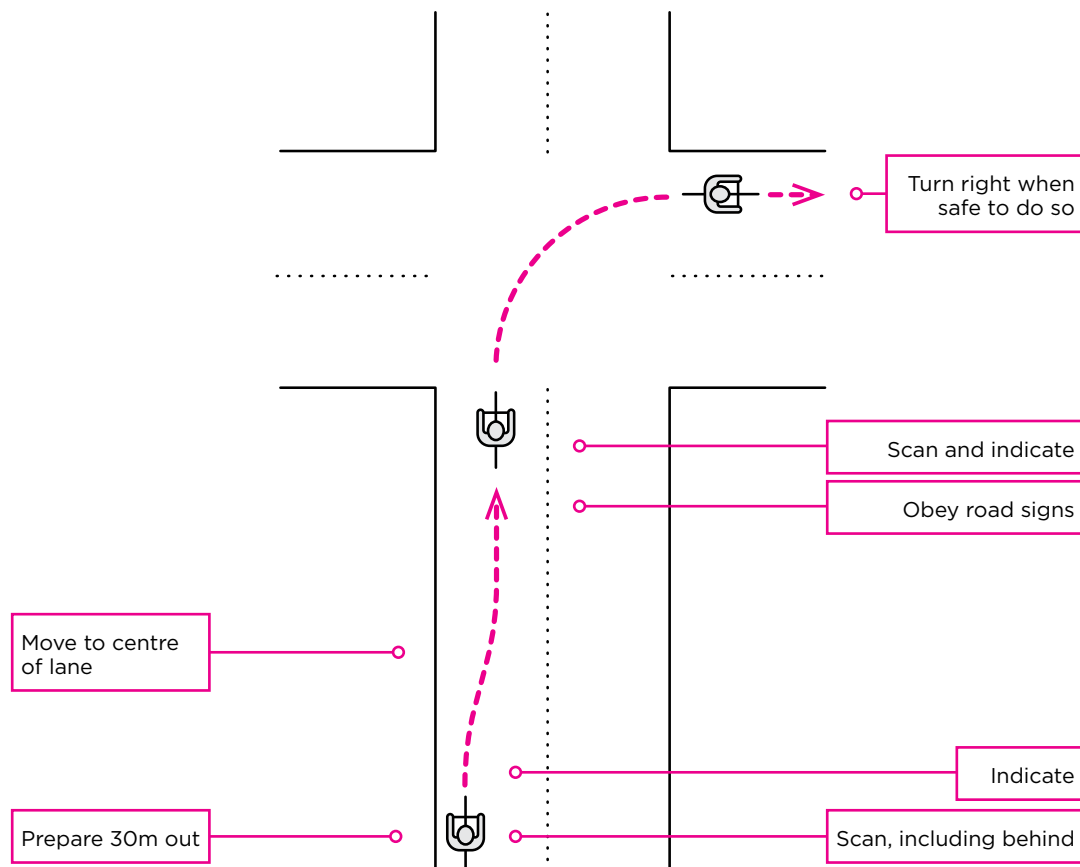
4.6.1. Turning left teaching points:

- Set up a life-like intersection.
- Key points:
 - Start getting ready for the intersection from about 30 metres out
 - Scan, including behind
 - Indicate. Although not legally required, indicating is a good idea, especially if there are cars about. Ride predictably.
 - Move to the left of the lane
 - If there is a stop sign, come to a complete stop. If not, there is no need to stop unless there is traffic.
 - Scan again
 - Indicate again
 - Turn left when safe to do so
- Keep instructions simple - look behind, stop, look left and right, indicate and go.
- Demonstrate first. Make your movements and thoughts obvious.
- Get the students to practice this. You can use other students as traffic to make it more realistic.



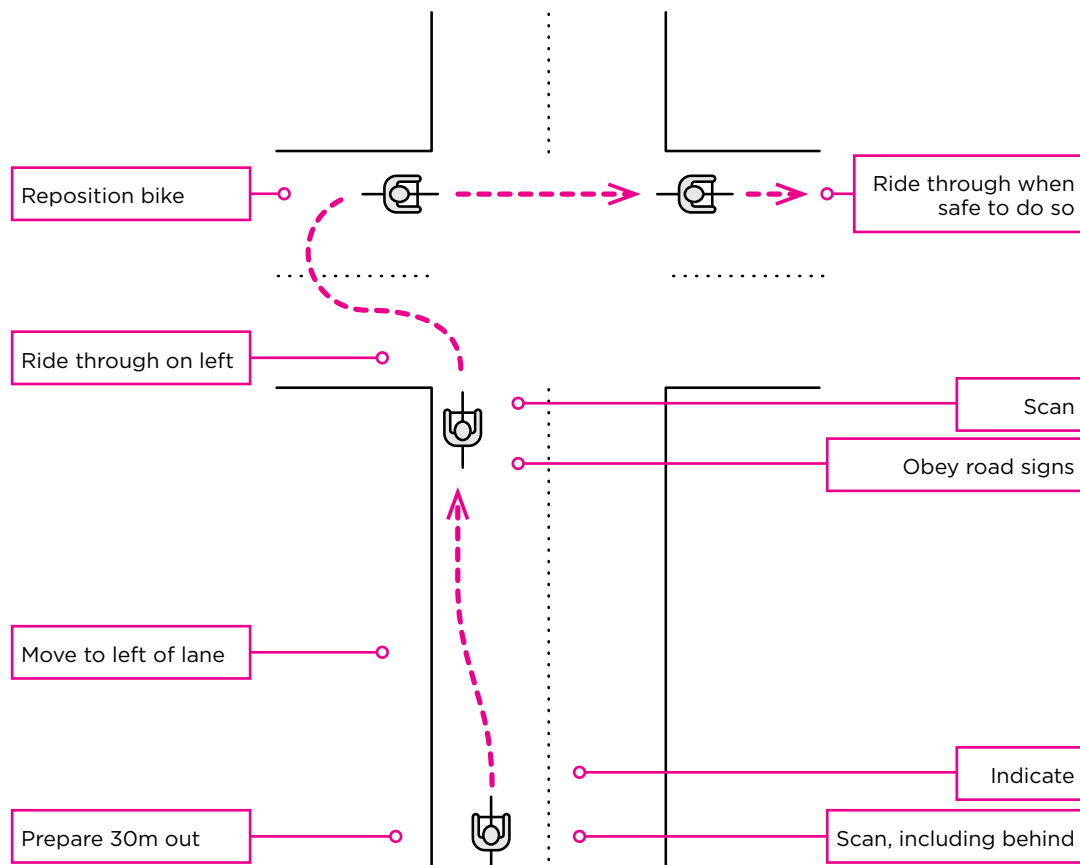
4.6.2. Turning right teaching points:

- Set up a life-like intersection.
- Key points:
 - Start getting ready for the intersection from about 30 metres out
 - Scan, including behind
 - Indicate. By law a bike rider must indicate a right-hand turn
 - Move towards the centre of the lane, just to left of the centre of the road. Claim the lane so no more cars can overtake.
 - Obey any traffic signs and come to a stop if directed
 - Scan again (and constantly through the turn)
 - Indicate again
 - Turn right when safe to do so
- Keep instructions simple - look behind, indicate, stop, look left and right, indicate and go.
- Demonstrate first. Make your movements and thoughts obvious.
- Get the students to practice this. You can use other students as traffic to make it more realistic.
- Make a point of saying that this type of turn is only recommended on quiet streets with little traffic. Hook turns are suggested for busier roads.



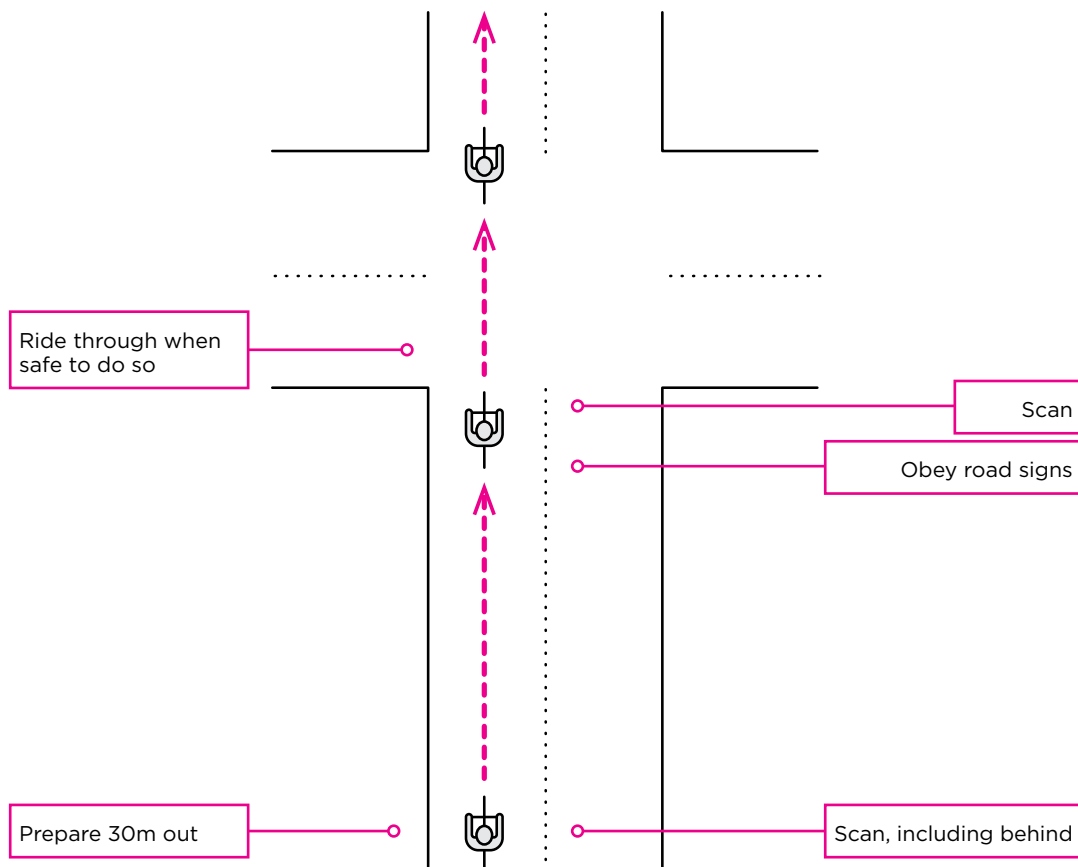
4.6.3. Hook turns teaching points:

- Set up a life-like intersection.
- Key points:
 - Start getting ready for the intersection from about 30 metres out
 - Scan, including behind
 - Position yourself on the far left of the lane
 - Scan and obey any road signs, e.g. stop or give way
 - Ride through the intersection on the left-hand side (no indication necessary)
 - Stop at the far side of the intersection on the left-hand side
 - Reposition body and bike to face the way you want to travel
 - Scan
 - Ride across the intersection when safe
- Demonstrate first. Make your movements and thoughts obvious.
- Get the students to practice this. You can use other students as traffic to make it more realistic.
- Make a point of saying that if the road is busy with traffic, dismounting and walking is the best option.



4.6.4. Intersection teaching points:

- Set up a life-like intersection.
- Key points:
 - Start getting ready for the intersection from about 30m out
 - Scan, including behind
 - Obey any traffic signs
 - Scan
 - Ride through intersection when safe
- Demonstrate first. Make your movements and thoughts obvious.
- Get the students to practice this. You can use other students as traffic to make it more realistic.
- Use different road signs to simulate road rules. i.e. stop, give way and traffic lights.
- Make a point of saying that if the road is busy with traffic, dismounting and walking is the best option.



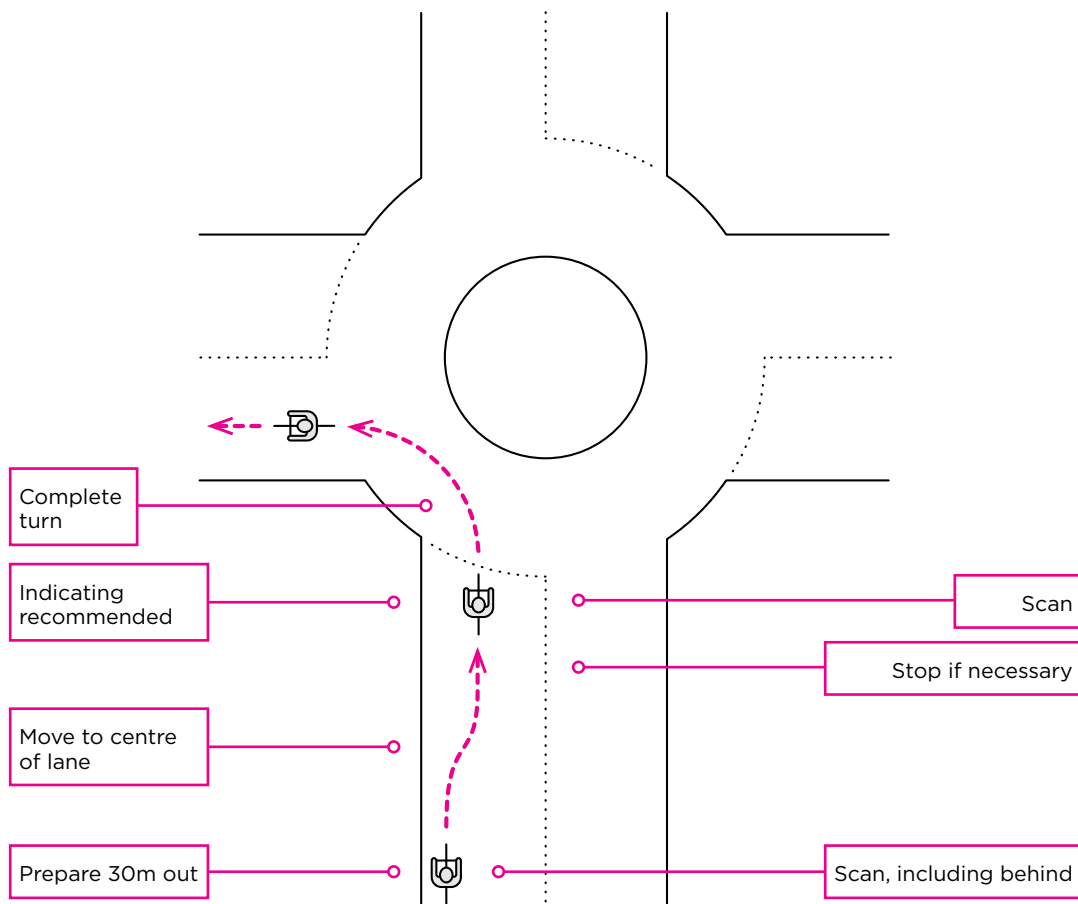
4.7. ROUNDABOUT SKILLS

Teaching points:

- There are two types of roundabouts. Single lane and double lane. Two lane roundabouts should be avoided by young cyclist due to the higher speeds cars can travel. Encourage them to dismount and walk two lane roundabouts.
- Set up a life-like roundabout.

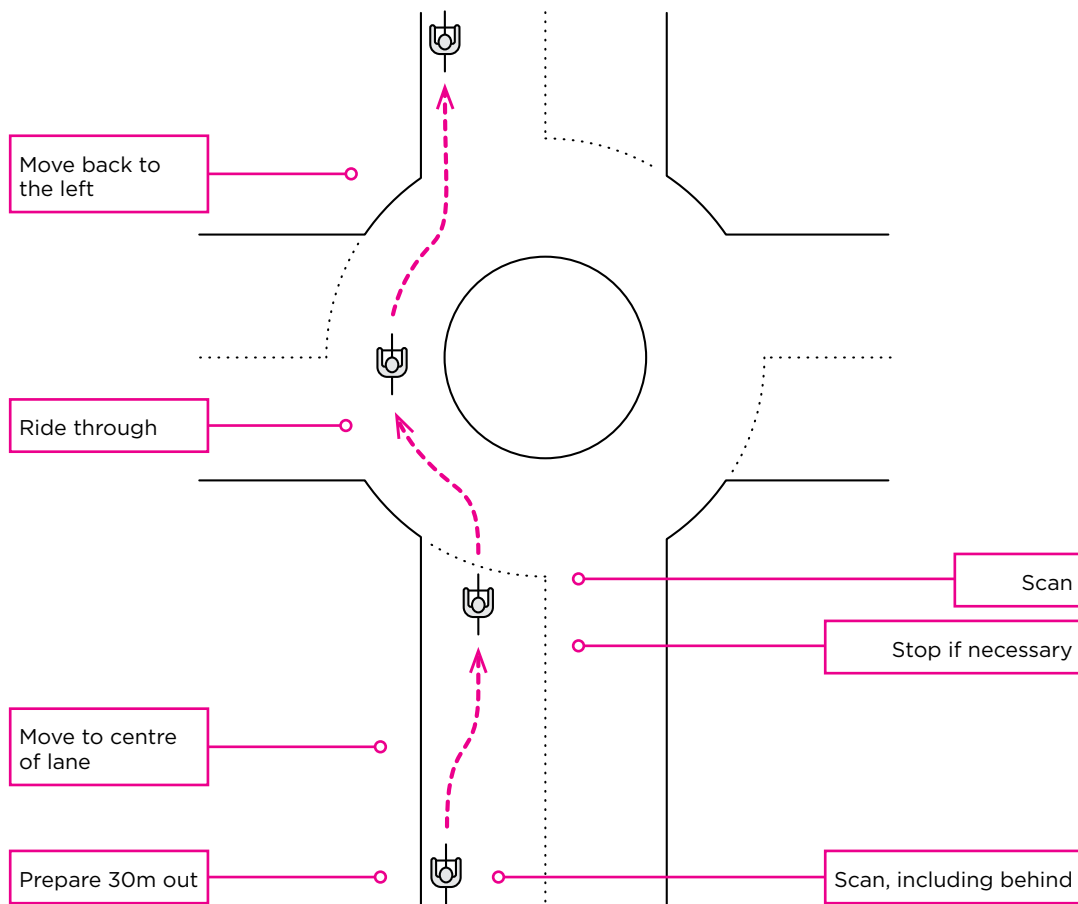
4.7.1. Left turn key points:

- Start getting ready for the roundabout from about 30 metres out
 - Scan, including behind
 - Move towards the centre of the lane
 - Stop if necessary
 - Indicating is not necessary but recommended to make sure all vehicles know your intentions
 - Scan
 - Complete the turn
- Demonstrate first. Make your movements and thoughts obvious.
 - Get the students to practice this. You can use other students as traffic to make it more realistic.



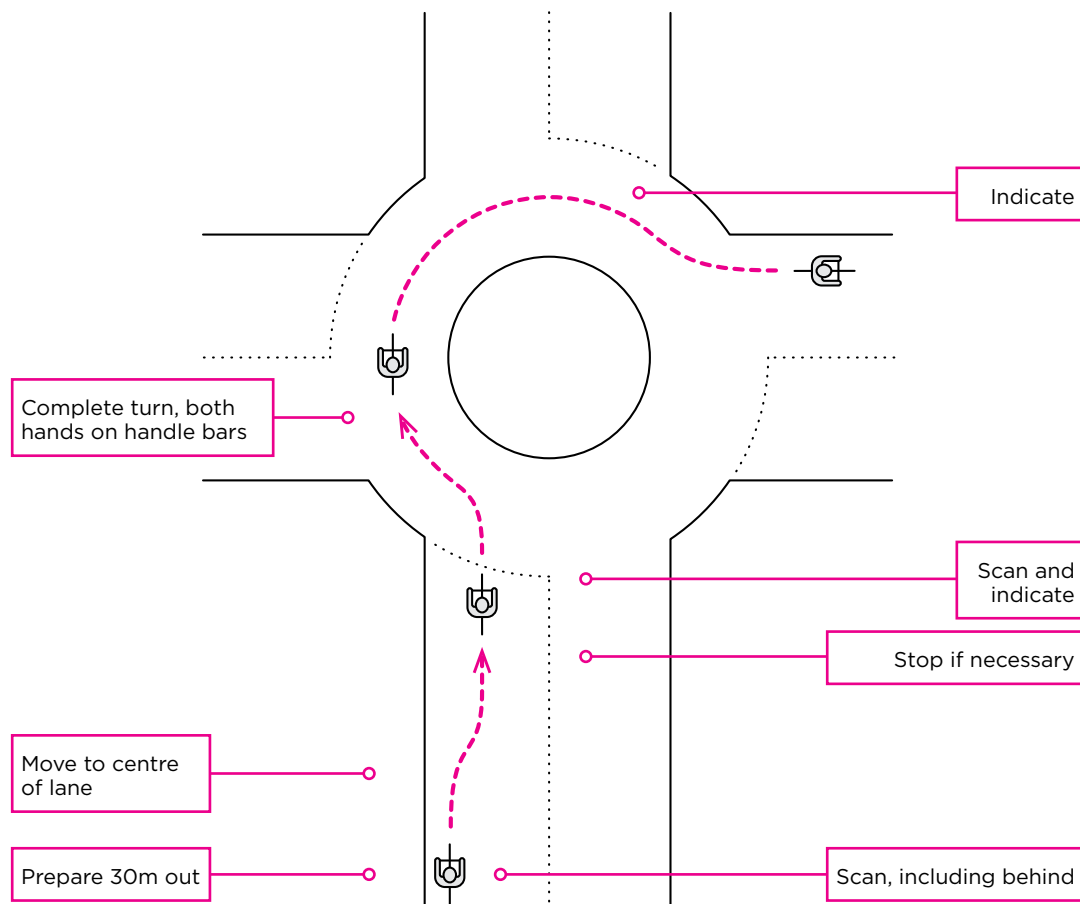
4.7.2 Going straight ahead key points:

- Start getting ready for the roundabout from about 30 metres out
 - Scan, including behind
 - Move towards the centre of the lane
 - Stop if necessary
 - Scan
 - Ride through roundabout in the centre of the lane
 - Once out of the roundabout move back towards the left.
- Demonstrate first. Make your movements and thoughts obvious.
 - Get the students to practice this. You can use other students as traffic to make it more realistic.



4.7.3 Right turn key points:

- Start getting ready for the roundabout from about 30 metres out
 - Scan, including behind
 - Indicate and move towards the centre of the lane
 - Stop if necessary
 - Scan and indicate
 - Complete the turn in the centre of the lane, with both hands on the handle bars
 - Repeat indication if necessary.
- Demonstrate first. Make your movements and thoughts obvious.
 - Get the students to practice this. You can use other students as traffic to make it more realistic.
 - Make a point of saying that if the road is busy with traffic, dismounting and walking is the best option.



4.8. FOOTPATH/BIKE PATH SKILLS

Teaching points:

- Ask the students their experiences with riding on footpaths/bike paths and discuss the pros and cons about using them. For example:
 - Vehicle traffic vs people traffic
 - What are the potential hazards of each? Cars vs people and animals
 - When is it safe to use them?
- Footpath fact:
 - If you are 12 years or under, or an adult that is accompanying someone under 12 years old, you are legally allowed to ride on the footpath.
- If students are riding on the footpath/bike path they should be constantly aware and vigilant of potential hazards. Scanning in front, behind and to the sides is necessary to reduce the chance of an accident.
- Key points for riding on paths:
 - Always dismount the bicycle to cross roads when riding on foot paths/bike paths. Dismount the bike before the crossing, walk across it, then remount and ride on
 - Communicate clearly with other users; bicycle or other
 - Use your bell or voice to let others know you are there
 - Warn people when you are approaching and overtaking
 - Indicate your intentions
 - Slow down around pedestrians and animals
 - Give as much space as possible to overtake and pass other users. If it's unsafe to pass, wait until there is a safe moment. Remember to warn people of your intentions.
 - Only ride side-by-side if it is safe to do so. As soon as other users appear on the path, revert to single file. Refer to lesson 4.9. Riding single file and side-by-side.
- Ride with caution and always ride in control.

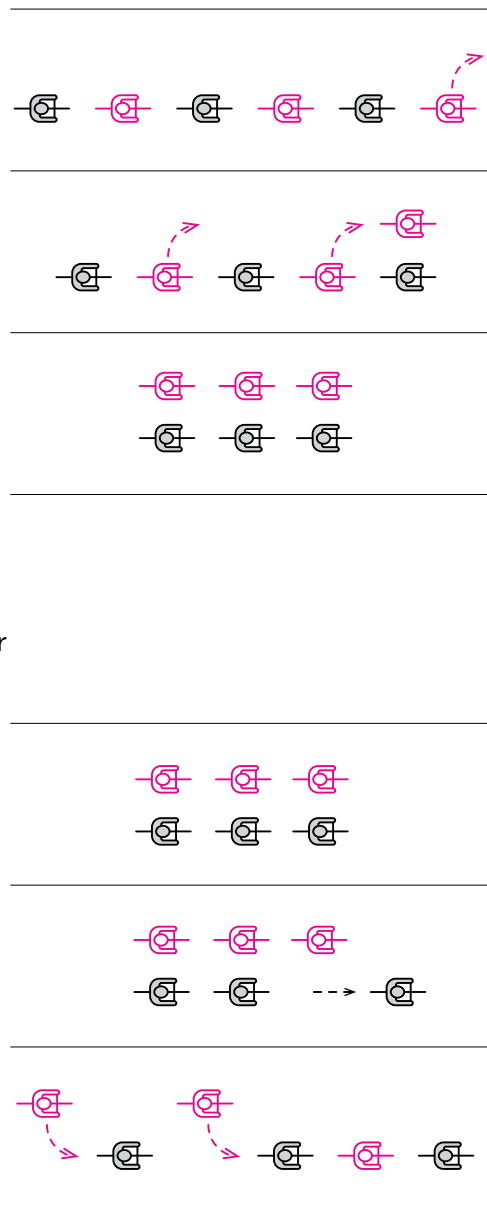
4.9. RIDING SINGLE FILE AND SIDE-BY-SIDE

Teaching points:

- It is important that the students know how to ride in single file and side-by-side, and when it is appropriate to do so. Ask the students their experience and prompt some responses from them.
 - Single file – most of the time riders should be in single file
 - Side-by-side - only when safe to do so. For example, on an empty road or path, or on a closed road
 - Always move back to single file when riders/vehicles/pedestrians are present.

How to change from single file and side-by-side:

- Begin riding in single file
- When instructed move into side-by-side by:
 - The rider at the back scans for traffic
 - The rider at the front, and all odd numbered riders (1,3,5 etc), accelerate slightly and move forward and towards the kerb.
 - The rider immediately behind, and all even numbered riders (2,4,6 etc), move forward to ride side-by-side to the first.
 - Communicate clearly to one another who is moving where
 - The front left sided rider controls the whole group's speed and where they are going. All other riders match their speed and directions to this front left rider.
 - Riders in pairs should ride within 1.5 metres of each other
- How to change from side-by-side to single file:
 - Begin riding side-by-side
 - When instructed move into single file by:
 - The rider at the back scans for traffic
 - The riders on the outside of the pair (right side) accelerate forwards slightly to make space
 - The riders on the inside (left side) move right into the space next of them and behind the rider in front
 - Communicate clearly to one another who is moving where
 - Do this one rider at a time until the students get the hang of the manoeuvre
- Always clearly communicate between riders to ensure no accidents happen.
- Always ride predictably and indicate your movements when riding single file or side-by-side.

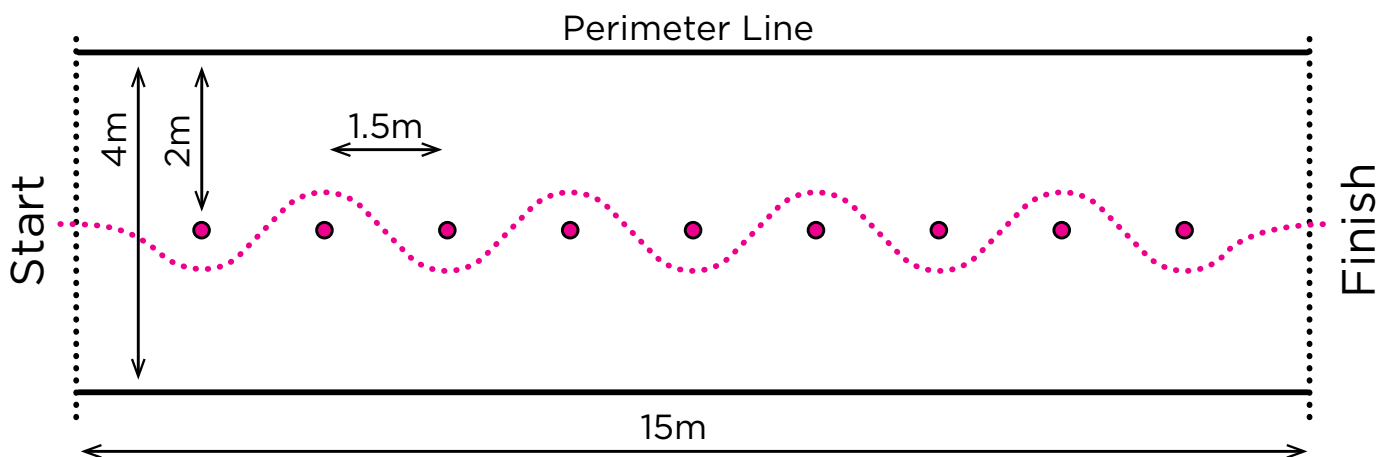


5. Games/Activities

5.1. SLALOM ACTIVITY

Teaching points:

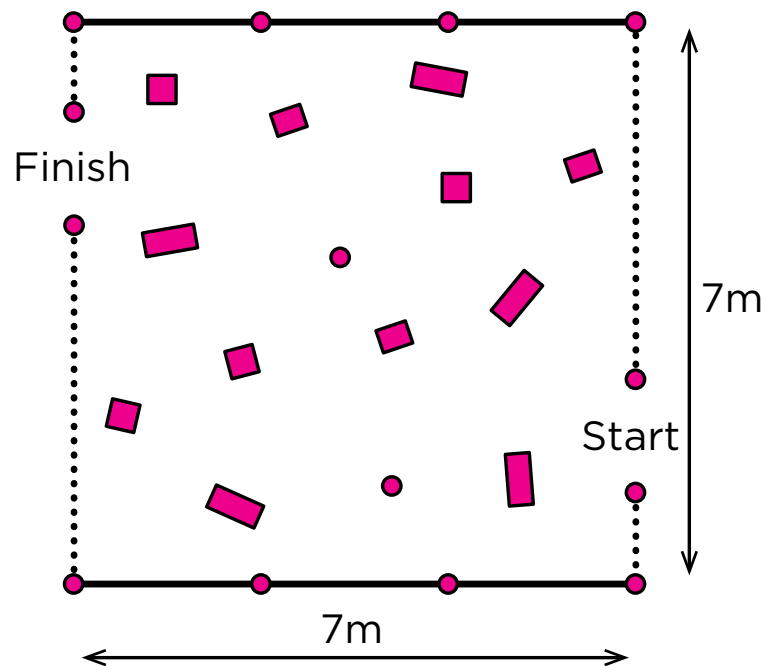
- Set the slalom course up.
- Can be easily changed to increase/decrease challenge by adding/subtracting cones and changing the distance between the cones. Note: it doesn't have to be in a straight line.
- Key points:
 - Constant steady pedalling in a low gear and using the brakes as needed is the easiest way to navigate the course
 - Remain seated on the bike. Standing is harder.
 - Bring the knees in towards the top tube for balance
 - Keep head steady
 - Watch for other riders
- If needed lean/move the bike underneath you.
- Demonstrate the activity, reinforcing the key points.



5.2. MINEFIELD

Teaching Points:

- Set up an area like the diagram below. Use cones, balls and other small obstacles.
- Can be easily changed to increase/decrease the challenge by adding/subtracting cones and changing the distance between the cones. Note: it's good if there is a turn manoeuvre in the field.
- Key points:
 - Constant, steady pedalling in a low gear and using the brakes as needed is the easiest way to navigate the course
 - Remain seated on the bike. Standing is harder.
 - Bring the knees in towards the top tube for balance
 - Keep head steady
 - Watch for other riders
- If needed, lean/move the bike underneath you.
- Demonstrate the activity, reinforcing the key points.



5.3. SLOW RACE

Teaching points:

- Set up two points to ride between. At least 10 metres long. Using a basketball court works well.
- All the students leave the start point at once, if space allows. Heats and finals can be used if the space is small, or the group is large.
- The students ride as slowly as possible to reach the other point/end of court.
- Students can't put a foot down, or balance on the spot for longer than 10 seconds, if they do they are out.
- Last student to cross the line wins, or student that goes the furthest, the slowest, wins.
- Key points:
 - Keep the head still and quite
 - Move the bike underneath you. Don't be afraid to really lean the bike sideways.
 - Subtle handle bar movements help
 - Small 'half' pedals are helpful
 - Look ahead, not at the front wheel
- Experiment with sitting vs standing. Some people have a preference.
- Demonstrate the activity, reinforcing the key points then let the students have a go.

5.4. FOLLOW THE LEADER

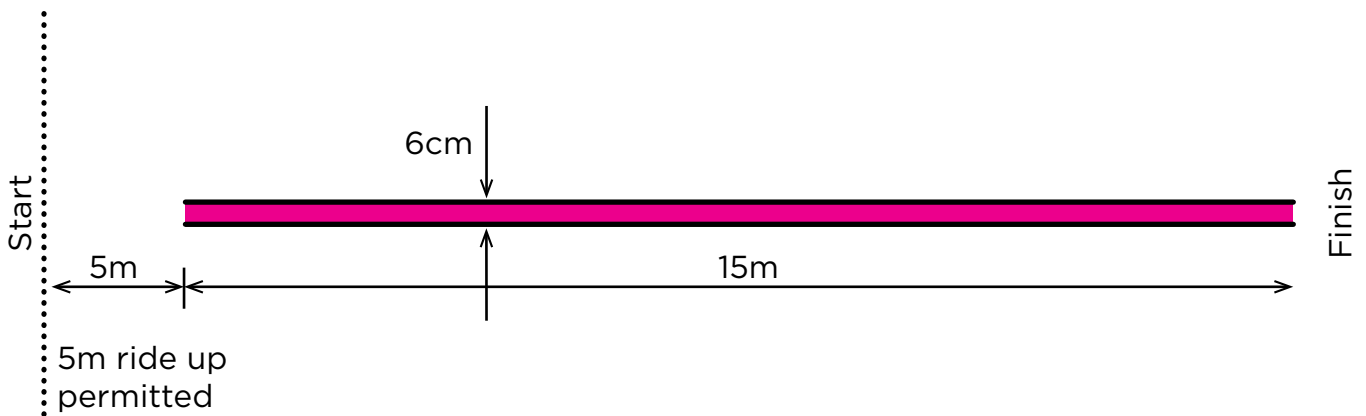
Teaching points:

- Good activity to put the students through a range of different scenarios and situations.
- Find an area where there is a wide range of surfaces and obstacles e.g. grass, gravel, concrete, logs, bumps etc. If you can't find these, make them.
- Have the students 'follow the leader' and mimic what they do.
- Things to focus on:
 - Speed control
 - Defensive body position
 - Emergency braking
 - Riding over things
 - Skids
 - Scanning
 - Looking as far forward as possible
- A very simple activity to get the students used to different surfaces.

5.5. RIDE THE LINE

Teaching points:

- Set up the area as the picture describes.
- The aim of the game is to improve balance.
- Students should try and ride the line from start to finish without falling off.
- A short run up is permitted and students can pick their own speed. Remember, faster = easier.
- They can coast or pedal along the line.
- Demonstrate the activity, reinforcing the key points.



5.6. PAPER RUN

Teaching points:

- Set up the area with a one metre wide line at least 15 metres long. (doesn't have to be straight).
- Place buckets of different sizes randomly along the course.
- Give the students a shoulder bag full of rolled up papers (or similar).
- The idea is the student need to deliver the papers into the bucket. The smaller the bucket or the further away it is the more points.
- You can also time the game to make It more challenging.

- Demonstrate the activity, reinforcing the key points.

5.7. BALL DROP

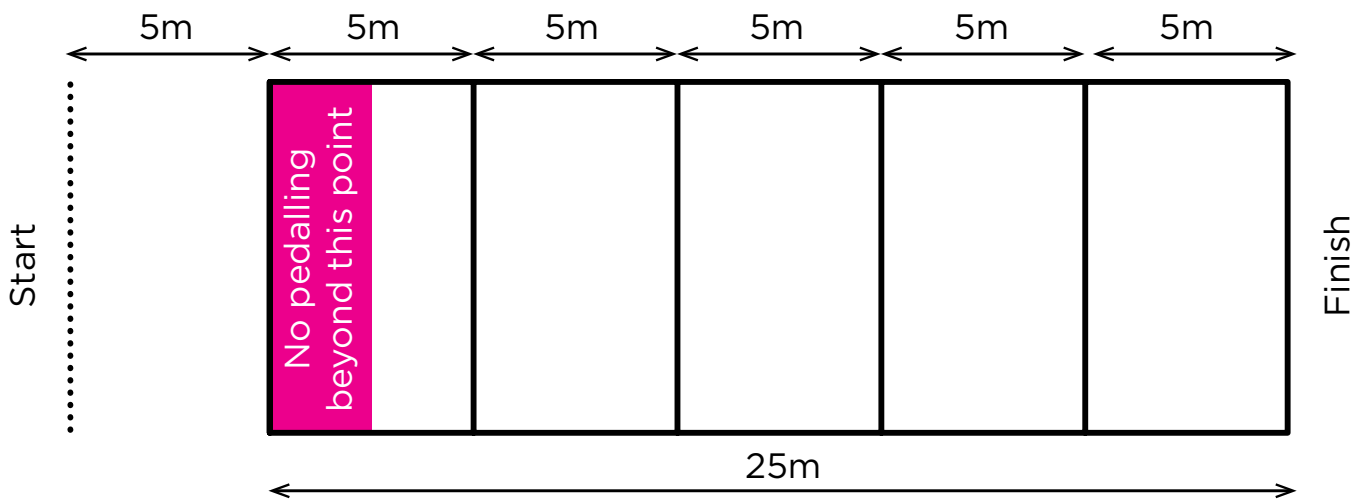
Teaching points:

- Set up the area with several large cones in a line about 4 metres apart.
- Place a tennis ball on every second cone.
- The idea is the children ride up to the first cone and remove the tennis ball, then place it on the next cone.
- To increase challenge, have the children zig zag between the cones so they need to use their other hand to replace the ball.
- Great game for balance, one handed riding and low speed control.
- Demonstrate the activity, reinforcing the key points.

5.8. LONG ROLL

Teaching points:

- Set up the area like the picture below with cones.
- Students get a 5 metres run up then have to coast.

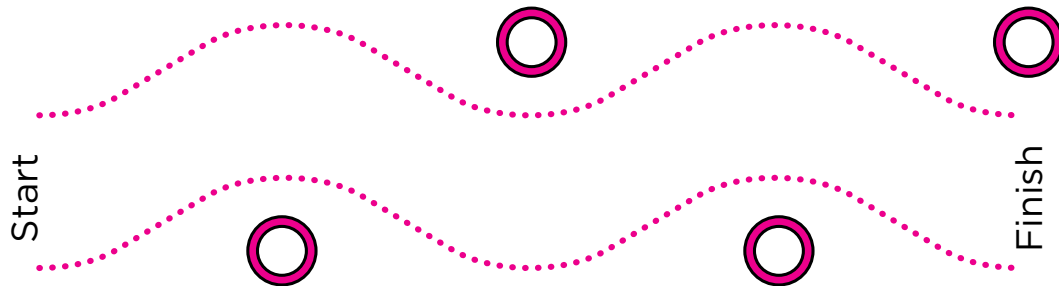


- The student that can get the furthest without putting a foot down wins.
- Demonstrate the activity, reinforcing the key points.

5.9. COIN DROP

Teaching points:

- Set up the area like the picture below with the circles being cans.
- The students then get a few coins either in their hand, pocket or bag.



- The idea being the students ride along and drop the coins into the cans without riding out of the designated area.
- Demonstrate the activity, reinforcing the key points.

5.10. CIRCLE OF DOOM

Teaching points:

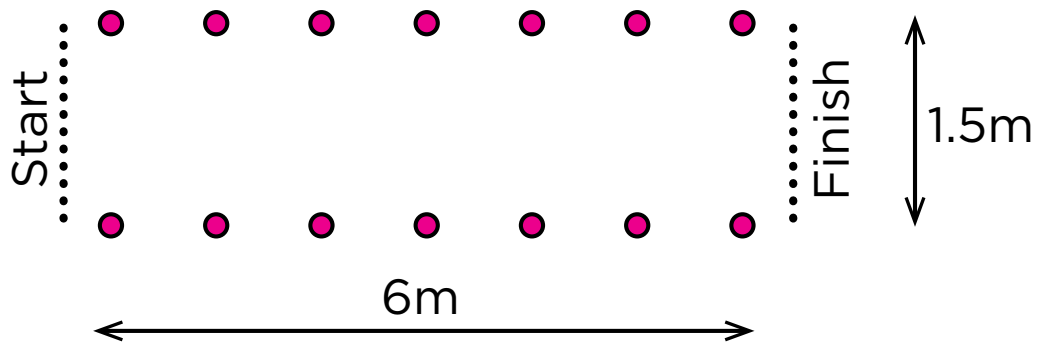
- Set up the area with a large circle of cones or rope on the ground.
 - The size of the circle depends on how many students are involved.
 - To start with make the circle large enough so all student can ride in it with a bit of space.
- All students need to ride around within the circle without putting a foot down or track standing for any longer than 10 seconds.
- Gradually reduce the size of the circle to make it more challenging for the students to ride around.

- Last one riding wins.
- Can link 3.1. Gears lesson.
- Demonstrate the activity, reinforcing the key points.

5.11. SLOW BOX

Teaching points:

- Set up the area as below.
- Key points:
 - Students need to ride through the box as slowly as possible, focussing on maintaining



balance at low speeds

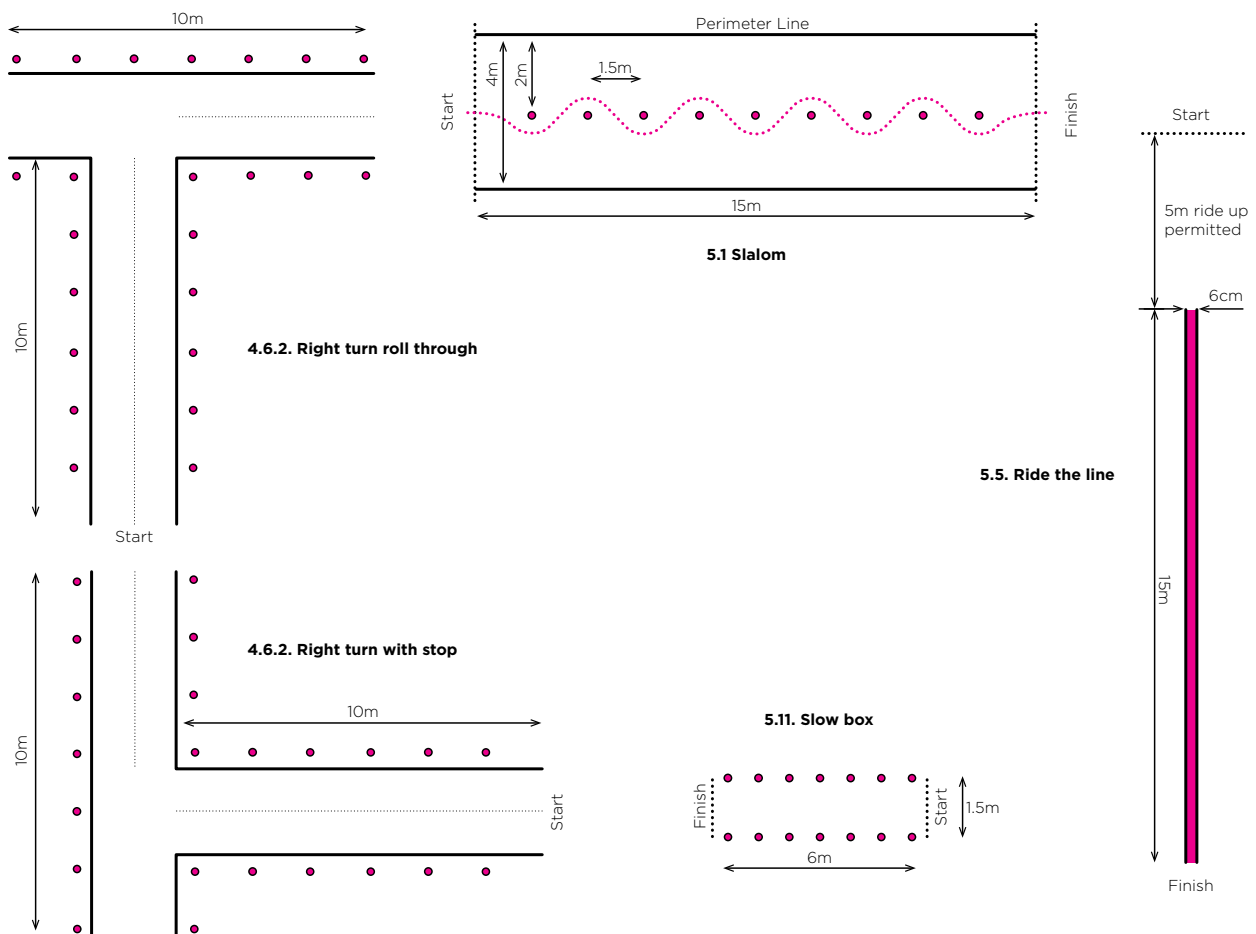
- Get the students to count to 10 while in the box. A volunteer can be used for this
- Repeat seated and standing

- Demonstrate the activity, reinforcing the key points.

5.12. CIRCUIT

Teaching points:

- Set up the area as shown. You can add any activity to this, below is an example.
- Other activities that can be added include:
 - 2.7. Emergency braking
 - 3.3. Box turn
 - 3.5. Rough surfaces
 - 5.2. Minefield
- Make sure the students complete each activity correctly, focussing on balance, speed, technique



6. Bike Ed Suggested Sessions

10 x 1 HOUR SESSIONS

1. 1. Intro lesson
2. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 2.5. Defensive body position
2.7. Emergency braking position
 - 2.6. Skids
 - b. 3.2. Straight line riding
4.1 Scanning
4.2 Shoulder check
3. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 5.1. Slalom
5.1.1. Slow box
 - b. 3.3. Box turn
 - c. 5.2. Minefield
4. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 3.4. Figure 8
 - b. 3.5. Rough surfaces
5.4. Follow the leader
5. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 5. Games
6. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.3. Vehicle clues
 - b. 4.8. Footpath/bike path skills
 - c. 4.4. Where to ride
 - d. 4.5. Leaving the kerb
7. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.6. Intersection skills
8. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.7. Roundabout skills
9. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. Ride outside of school on bike/shared paths (if available)
 - b. 4.9 Single file and side-by-side riding
10. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. Ride outside of school on road

6 x 1 HOUR SESSIONS

1. 1. Intro lesson
2. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 2.5. Defensive body position
2.7. Emergency braking position
 - b. 5.1. Slalom
 - c. 5.1.1. Slow box
3. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 3.2. Straight line riding
4.1 Scanning
4.2. Shoulder check
 - b. 5.2. Minefield
 - c. 3.4. Figure 8
4. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.6. Intersection skills
5. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.7. Roundabout:
4.7.1. Left turn
4.7.2. Straight through
4.7.3. Right turns
6. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. Out of school ride.

3 x 3 HOUR SESSIONS

1. 1. Intro lesson
 - a. 2.9. Basic bike maintenance
 - b. *Break*
 - c. 2.5. Defensive body position
2.7. Emergency braking position
2.6. Skids
 - d. 3.2. Straight line riding
4.1. Scanning
4.2. Shoulder check
2. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 5.1. Slalom
 - b. 5.1.1. Slow box
 - c. 3.3. Box turn
 - d. 3.4. Figure 8
 - e. *Break*

- f. 4.8. Footpath/Bike path skills
- g. 4.4. Where to ride
- h. 4.5. Leaving the kerb
3. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 4.6. Intersection skills
 - b. 4.7. Roundabout skills
 - c. *Break*
 - d. Outside of school ride

3 x 1 HOUR SESSIONS

1. 1. Intro lesson
2. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 2.5. Defensive body position
2.7. Emergency braking position
 - b. 5.1. Slalom
5.1.1. Slow box
 - c. 3.2. Straight line riding
4.1. Scanning
4.2. Shoulder check
3. 2.1. Helmet check
2.3. ABCD check and brief revision
 - a. 3.4. Figure 8
 - b. 4.6. Intersection skills:
4.6.1. Turning left
4.6.2 Turning right
 - c. 4.7. Roundabout skills:
4.7.1. Left turn
4.7.3. Right turn



RIDE2 SCHOOL

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