MODULE 3: Building skills for riding in traffic

Purpose
- Develop an understanding of road rules that apply to cyclists.
- Ensure that students understand the need to ‘take the safest option’ when making decisions while cycling.
- Develop skills in looking for ‘vehicle clues’ as a strategy for anticipating what may happen in the road environment while cycling.
- Explore the hazards at intersections through observation.
- Build riding skills required for riding in traffic through simulations, including:
  - riding in a straight line about one metre out
  - riding single file and forming pairs
  - riding out from a driveway or kerb side
  - negotiating intersections.
Important information

• It is essential to stress from this point on in the program that students should always be thinking about the safest option for their travel. They need to understand that the safest option may be to dismount and become a pedestrian and walk their bike through a tricky traffic situation.

Preparation

• Poster size paper.
• Copies of Student Sheet: Understanding the road rules for cyclists (pages 88-90).
• Scissors and coloured pencils.
• Enough copies of Student Sheet: Road rules for cyclists 1, 2, 3 and 4 for small group work (pages 84-87).
• Cycling Scenes: On the road 1, 2 and 3 and On the path 1 and 2.

Estimated time required

1.5 hours

Knowing the road rules and taking the safest option

Point out that the key to riding safely is knowing the road rules and working out the safest option. While students are under twelve years of age this should involve riding on the footpath or using bike paths and other alternatives to the road, whilst under adult supervision. Sometimes the safest option is not riding at all, but instead dismounting and walking through a tricky traffic situation, such as when making a right turn.

Have the students form small groups and using poster paper, brainstorm a list of all the rules they can think of that relate to cycling on the road. They should also think of tips for riding safely, such as when dismounting and walking may be the best option.

Have each group report on rules they came up with. Ask the class to discuss whether these are correct and seek more details if required.

Hand out the Student Sheet: Understanding the road rules for cyclists and discuss these specific rules for cyclists with the class. Note that they need to understand all the road rules to ride safely on the road.

Distribute a set of copies of Student Sheet: Road rules for cyclists 1, 2, 3 and 4 to each small group. Have them colour in and cut out the signs, cyclist and cars. These will be used as an aid to simulate traffic scenarios and discussion in later activities.

Discuss the difference between a Stop sign and a Give Way sign and what the rules are for approaching and using a roundabout. This knowledge will aid students understanding in later classroom activities and practical simulations.
Making a hook turn

Use the board to explain how to execute a hook turn at an intersection using a simple diagram:

- The rider keeps to the left of the road.
- No hand signals are necessary.
- At the intersection, the rider scans left and right (and obeys any traffic signs or signals) and when no vehicles are in sight, rides ahead, crossing to the far left corner of the road and waits, with their left foot on the ground and re-positions their bicycle to face the direction they want to travel.
- At a crossroads with traffic lights, the rider waits and continues to scan left, right and ahead and when the lights turn green and it is safe to do so, rides ahead.
- At a cross roads without lights, the rider scans to their right and left and ahead and rides ahead when no vehicles will cross their path from any direction.

Q: Why is a hook turn often a safer option than doing a right hand turn from the centre of the road?

Using Student Sheet: Road Rules for Cyclists 2, 3 and 4 along with the traffic sign cards, bicycle rider and cars (from Student Sheet: Road Rules for Cyclists 1), which have been cut out and coloured previously. Have the groups use the signs and the bicycle rider and cars to work through different combinations of making a hook turn at the different intersections. Have students verbalise each scenario in their group.

Have a group explain to the rest of the class how to do a hook turn at one of the types of intersections, using the signs and road users. Ask the class whether this is correct and seek more details if required. Do this for each type of intersection.

Have the groups use the signs and the bicycle rider and cars to work through different combinations of riding straight through and making left turns at each different intersection.

Have a different group explain to the rest of the class how to ride through or make a left turn at each type of intersection. For each ask the class whether this is correct and seek more details if required.
Vehicle clues

Ask students for examples of things they can pick up when scanning (observe and hear) about other vehicles which are clues to the driver’s intentions, for example:

- noting where the driver is looking
- hearing the sound of the engine starting
- hearing the reversing ‘beeping’, of commercial vans.

Discuss other examples of things to look for:

- Is the vehicle empty or is there someone sitting in the driver’s seat?
- Is a likely driver approaching the car (carrying parcels)?
- Is the person about to get into the car (keys in hand or anti-theft lights flash)?
- What is the driver doing: just sitting, sitting and eating/reading paper, putting on their seat belt, looking in the rear vision and side mirrors?
- Is the indicator flashing?
- Are the brake lights showing red?
- Are the reversing light/s showing white?
- Can you hear the engine or smell exhaust fumes?

Use *Cycling Scenes: On the road 1, 2 and 3* and *On the path 1 and 2* to reinforce the types of things they should be looking for. Use the Teaching Points on the back of each scene as a guide.
3.2 Practical observation

Important information

- If possible have an instructor or skilled adult with a bicycle demonstrating how to negotiate the intersections – that is discuss how to negotiate, observe and debrief.

Preparation

- Check the requirements for conducting fieldwork outside the grounds of the school, ensuring there is sufficient supervision for each small group.
- Decide on a few different intersections that are in easy walking distance of the school, such as crossroads, a roundabout and an intersection with lights. These need to be intersections with some traffic.
- Copies of Student Sheet: Observing intersections (pages 91-92).

Estimated time required

1.5 hours

Observing intersections

Supervise students on a walk to a nearby intersection from which groups can safely make a series of observations of vehicle movements and driver behaviours.

As the group walks, observe and discuss parked cars that a bicycle rider would need to ride about one metre out to get by safely. Explain to the class that this is to allow enough room in case the driver or backseat passenger opens the door.

At each intersection position groups of students on the footpath at different parts of the intersection to do their observations. They should record their observations on Student Sheet: Observing intersections.

Back in the classroom discuss each group’s observations and consider the results:

- What do the results indicate about how well road users observe the road rules at intersections? e.g not all road users observe the road rules.
- What does this mean for bicycle riders at intersections? e.g bicycle riders need to be extra careful and expect the unexpected from other road users.
- What can bicycle riders do to negotiate intersections safely? e.g if necessary get off and walk across or if turning right do a hook turn.
3.3 Practical - riding

Important information

- A quick bicycle safety check needs to be undertaken prior to beginning riding activities.

Preparation

- Select and set up a riding skills track in an area of the school ground or other safe place as detailed on pages 60 and 63.
- Cones or markers for marking out corners and other features.
- Vehicle cards.
- Traffic sign cards.
- First aid kit on hand.
- Students will need a bicycle, helmet, suitable footwear and light and bright coloured clothing.
- Copies of the Student Sheet: Building skills for riding in traffic self-assessment (page 93). Students will need time following this practical session to complete this sheet before they take it home.
- A copy of the Teacher Sheet: Building skills for riding in traffic assessment (page 94). This is best completed either during the course of the session or immediately following.
- Order Level 1: Bike Ed basic riding skills certificates or print these off from the Bike Ed CD-ROM.

Estimated time required

2 x 1.5 hour sessions

Quick bike safety check

With students sitting on the seat of their bike, quickly check each bike as follows:

- Walk along the line and look for under-inflated tyres.
- Check that quick releases on front and rear wheels are tight and in the correct position.
- Check students can touch the ground with both feet.
- Check helmets are correctly fitted.
- Have the students as a group wheel their bikes forward a little and apply their front handbrake when you tell them to. Each bike should stop immediately.
- Have students wheel their bikes forward a little again and this time apply their rear brakes. The bikes should stop.
- Individually check any bike that does not appear to stop immediately.
Riding in a straight line about one metre out

Explain to the students that they are going to practise taking the safest option of riding a safe distance out from parked cars.

Q: Why is riding about one metre out the safest option? (This gives enough room in case the driver or a passenger opens a door, or the car starts to pull out from the kerb).

Have an instructor, or student, demonstrate how to ride in a straight line about one metre out from a marked line.

- Students mount bikes and practise riding with both hands on the handlebar, about one metre out from the straight line.
- Keep a gap of at least 4-5 metres between each rider.
- The aim is to ride as straight as possible while looking ahead to the end of the track and not at the line to the left side of the bicycle.
- The instructors or student helpers should stand about one metre out from the line and at random hold out their arm as riders approach.
- Students need to move out to ride around the person and maintain a distance of a metre out so that they are clear of their arm.

Riding single file and forming pairs

Discuss with the students why a group of riders may ride in pairs sometimes and other times in single file.

Riding in pairs can be more sociable and enjoyable when you are in a group. In many circumstances it is legal to ride in pairs on the road. When in pairs riders need to keep no more than 1.5 metres apart. There are times when the safest option is to go back to single file. This may be when the road becomes narrow, when there are vehicles parked on the side of the road ahead and when the road becomes busy.

Check students’ understanding of the procedure of forming pairs and returning to single file – see diagrams on the next page. In small groups of about six students, have students walk through a simulation of riders riding in single file and forming pairs, and then forming single file again. Continue practising until students are familiar with the procedure, before attempting this on their bikes.

Further practice can be done with instructors or students acting as ‘cars parked’ in different positions on the skills track. Pairs communicate with one another without the whistle signal and the instructor uses vehicle cards to signal the presence or absence of other vehicles.
Forming pairs

- Begin riding with their partner single file.
- When they receive a signal from the instructor ("form pairs"), riders form pairs using this procedure:
  - riders communicate with each other ("moving up", "moving back")
  - the rider at the back scans behind to check for approaching traffic.
- The rider at the front accelerates and moves in towards the kerb.
- The rider immediately behind the front rider accelerates forward and forms a pair with the rider on their left.
- Other riders behind follow this procedure.
- Riders continue riding in a straight line as a pair no more than 1.5 metres apart.

Returning to single file

- A signal is given by the instructor ("single file").
- Riders return to single file by the outside rider (right side) moving forward and the inside rider (left side) moving out and dropping in behind.
- This process continues until all riders are in single file.

Diagram 1: Forming pairs

Diagram 2: Returning to single file
Riding out from a driveway or kerb side

Point out to students that riding out from the edge of the road or a driveway on to the road can be very dangerous and needs to be done carefully and safely.

Mark out the road edge using cones. Have instructors or students stand to one side and show vehicle cards sometimes to indicate vehicles approaching.

Have an instructor demonstrate the correct procedure for entering a road to the left and the right. They should talk through their actions, especially scanning for traffic.

Here is the procedure for entering a road from a driveway to the left (turning left):
• stop at the road edge or, if there are vehicles parked on the road, stop and move to the vehicle line
• scan behind to the right (if possible look through vehicle windows)
• scan right again
• wait until the road is clear while continuing to scan left and right
• ride out when the road is clear and take up a position about one metre out from the kerb or parked cars.

Here is the procedure for entering a road to the right (turning right):
• stop at the road edge or, if there are vehicles parked on the road, stop and move to the vehicle line
• scan both right and left (if possible look through vehicle windows)
• give a right hand turn signal
• continue scanning right and left until the road is clear before riding off to the right
• take up a position about one metre out from the kerb or parked cars.

Point out that a safer option for riding out to the right, depending on the conditions, may be to dismount and walk the bike across the road and then ride out to the left.

- Riders line up with their bicycles at the road edge and one at a time practise a left hand turn ride out when the vehicle or vehicle on the card on the right is not visible, indicating it is clear.
- Continue until all students have done this correctly, then switch to riding out to the right.
Negotiating intersections

Mark out an intersection with lines or cones using the dimensions in the diagram below.

- Riders practise riding out from the driveway to the right.
- The rider must stop at the ‘road’ edge
- Signal a right turn
- Scan right and left and only turn right when there are no on-coming vehicles (as shown on the Vehicle cards on the right and left).

During these activities other students could be holding up Vehicle cards to simulate other traffic on the road environment and ensuring students are scanning carefully for traffic. Also use the Traffic sign cards to indicate different controls at the intersection.
Left turn

Have an instructor or student demonstrate making a left turn at the simulated intersection. An instructor or student should hold one of the Traffic sign cards (a Stop sign or Give Way sign) at the left corner of the approach to the intersection used by the rider.

Explain the procedure during the demonstration:

- As they approach the intersection they scan behind and position the bike on the left of the lane, to indicate to other road users that they intend turning left.
- If they are facing a Stop sign they must come to a complete stop. For a Give Way sign they do not need to come to a complete stop, unless it is necessary to give way to other vehicles. If there is not a clear view then always stop.
- Scan right to check for on-coming vehicles.
- It is safe to turn left when the road is clear of vehicles on the right.
- A left hand turn signal is not required, but there may be situations in which a signal is appropriate. For example, if there is a vehicle behind or an oncoming vehicle turning right into the same road. The left turn hand signal is the left arm and fingers fully extended horizontally, with the thumb up.

Note that at a T-intersection, on the road that ends, vehicles turning left into the through road must give way to all other traffic.

- Riders take turns to practise their left hand turning skills at the simulated T-intersections and crossroads following the correct procedure described above.
- The instructor can position different traffic signs at both types of intersections to ensure students experience a variety of commonly encountered situations, especially those in their local area.
- Parking cars around the simulated intersection, more traffic and different signage are ways to extend this activity.
Turning right from the centre of the road

Explain that this type of right hand turn is appropriate on roads when there is little traffic, such as quiet residential streets.

An instructor should demonstrate and explain how to turn right at a crossroad using a simulated crossroad – see the diagram and explanation of the procedure below. Point out that turning right is a similar procedure at a T intersection but that it is a little less complicated.

1. look behind and signal

2. scan and stop if necessary

3. signal again

4. ride to the left side of the street

- As the rider approaches the intersection (30 metres before) scan behind for traffic.
- If no vehicles are approaching from behind, use a right hand turn signal and then gradually move to the right of the lane.
- Obey any traffic signs. Note that this type of turn is not recommended for students on busy roads or at traffic lights, where they should use a hook turn instead.
- Move bicycle further toward the right to a position just to the left of the centre of the road.
- Scan right, left and ahead, and continue until the way is clear of traffic.
- Repeat hand signal and turn right with both hands on the handlebar, steering the bicycle to the left side of the road being entered.

Riders take turns to practise their right hand turning skills at the simulated intersection set up in the grounds, following the correct procedure. The instructor should add different traffic signs at the intersection to ensure students experience all commonly encountered situations.

- Scan behind as the rider approaches the intersection.
- If it is clear give a right turn hand signal and move to the centre of the road.
Turning right from the centre of the road

- Stop at the intersection and put left foot on the road.
- Scan left and right and ahead, and continue to do so until the way is clear of traffic.

- Indicate a right hand turn with a hand signal.
- When safe to do so, move off with both hands on the handlebar.

- Complete the right hand turn.
Turn right – making a hook turn

Explain to students that this type of turn is recommended for bicycle riders turning right at an intersection because it is often the safest option when riding.

The hook turn can be used at any intersection (crossroads, T intersection or at traffic lights) to turn right, unless there is a sign prohibiting a hook turn. At busy intersections it will be safer for the rider to dismount and walk the bicycle across both roads as a pedestrian, then return to the road, scan behind and resume riding.

Have an instructor or student demonstrate making a hook turn at the simulated intersection without traffic lights. An instructor or student should hold one of the Traffic sign cards, a Stop sign or Give Way sign, at the left corner of the approach to the intersection used by the rider.

Explain the procedure during the demonstration.

- The rider keeps to the left of the road as they approach the intersection, and scans behind, left and right for traffic.
- No hand signals are necessary.
- Approach and enter the intersection from as near as practicable to the far left side of the road (obeying any traffic signals or signs).

- Move forward, keeping as near as practicable to the left of the intersection and clear of any marked foot crossing, until the rider is as near as practicable to the far side of the road that they are entering.
Turn right – making a hook turn

• Stop and reposition the bicycle to face the direction they want to travel.

• Scan left and right for traffic and oncoming traffic turning right.

• Ride across the intersection when it is safe to do so.

• The instructor can vary use of the Traffic sign cards (a Stop sign, Give Way sign or traffic lights) at the intersection, so students can practise the two ways of doing a hook turn.

Riding straight through intersections

Have an instructor or student demonstrate riding straight through the simulated intersection with different types of controls – Stop sign, Give Way sign and traffic lights. An instructor or student should hold one of the Traffic sign cards (Stop sign or Give Way sign or traffic lights) at the left corner of the approach to the intersection used by the rider.

Using the simulated crossroads intersection set up in the grounds, riders take turns to practise scanning and riding across an intersection responding to the particular situations created by positioned vehicles, traffic signs and signals.

• Using the simulated crossroads intersection, riders take turns to practise riding straight through the intersection.
Riding straight through intersections

- Emphasise the importance of scanning for traffic and obeying traffic signs and signals.

Roundabouts

Explain that there are two types of roundabouts – single lane and multi lane roundabouts. Multi lane roundabouts are very complex, especially for bicycle riders because other vehicles can travel faster and can switch lanes. The safest option is to dismount and walk their bicycle across the roundabout roads as a pedestrian, being careful to watch out for drivers turning out of the roundabout.

Set up a simulated roundabout in the grounds using lines or cones for riding through a single lane roundabout. The diameter of the outside of roundabout should be at least six metres.

Have an instructor demonstrate how to ride a single lane roundabout using the following procedures:

- Turning left – Start scanning, slow down or stop on the left of the lane (to show your intention of turning left), place your left foot on the ground, and give way to all vehicles already in the roundabout; enter the roundabout and complete the turn. A left hand turn signal is not required but is recommended when safe to give one, for example, a signal is appropriate if there is another road user behind the rider.

- Turning right – Start scanning, slow down or stop, keeping to the centre position, place your left foot on the ground, and give way to all vehicles already in the roundabout; signal right before entering the roundabout; complete the turn with both hands on the handlebar, keeping to the centre; repeat the signal only if necessary to convey intentions to another road user.

- Going straight ahead – No signal necessary, start scanning, slow down or stop, left foot on the ground, and give way to all vehicles already in the roundabout, keep to the centre of the lane and ride through.

- The instructor can vary use of the Traffic sign cards (a Stop sign, Give Way sign or traffic lights) at the intersection, so students can practise dealing with different controls.
Roundabouts

• On the simulated single lane roundabout intersection set up in the grounds, riders take turns to practise scanning and turning left, riding straight ahead and turning right.

• Vehicle cards can be held up by the instructor or a student to indicate the presence of a vehicle in the roundabout.

TAKE HOME ACTIVITIES

At the end of the practical session ask the students to complete a self-assessment of how they went during the practical riding session using the Student Sheet: Building skills for riding in traffic self-assessment.

Compare the self-assessments with the record the instructor(s) kept during the session using the Teacher Sheet: Building skills for riding in traffic assessment.

Complete the section for teacher comments and send home the Student Sheet: Building skills for riding in traffic assessment for parents/carers to read. It may be worthwhile taking a copy of each student’s sheet as a record.

Note: The Level 1: Bike Ed Basic riding skills certificate is awarded after satisfactory completion of this module. If a student is not considered competent enough to be awarded the certificate, it may be useful to contact their parents/carers and explain the situation and make suggestions for how they could help their child to practise the required skills.
1: Road rules - Signs

Colour these in and cut them out

- Give Way
- Stop
- Traffic lights
- Bicycles
T intersection
3: Road rules - Intersection

Intersection
4: Road rules - Roundabout

Roundabout
Understanding the road rules

Bicycles are vehicles and bicycle riders are required to comply with many of the same traffic rules as motorists. They are also required to obey bicycle specific rules.

A bicycle is a vehicle that is built to be propelled by human power through a belt, chain or gears. For the purpose of the road rules, pedicabs, penny farthings, tricycles and unicycles are all defined as bicycles, even if they are powered by a motor with a power output of up to 200 watts. People using wheelchairs, skateboards, scooters, skates, roller-blades and wheeled toys are considered to be pedestrians.

However, it is important to note that anyone using a scooter must wear an approved bicycle helmet. It is also recommended that anyone riding any of the other wheeled devices wears an approved bicycle helmet.

Bicycle equipment

The bicycle must have:
- At least one effective brake (two are recommended).
- A bell, horn or similar warning device in good working order.
- When riding at night or in conditions of reduced visibility the bicycle or rider must display a white light at the front and a red light at the back, both visible for 200 metres and a red reflector at the rear visible from 50 metres. Lights can be flashing or steady.

Bicycle helmets

Both the rider and a passenger on a bicycle must wear an approved bicycle helmet securely fitted and fastened on their head, unless they have written exemption from VicRoads. This exemption must be carried and produced when requested by a Police officer.

Riding on the road

- Traffic control signals and traffic signs must be obeyed. Cyclists must stop at all red traffic lights and stop signs.
- The rider of a bicycle must obey red, yellow and green bicycle crossing lights.
- The rider of a bicycle has the option of doing a hook turn to turn right at any intersection, unless there is a sign prohibiting hook turns.
- Bicycle riders must ride in bicycle lanes when they are marked on the road unless it is impracticable to do so.
- Bicycle riders may ride two abreast, however riders must ride no more than 1.5 metres apart.
- Hand signals must be used when turning right, but are not required when turning left or stopping. However, it is recommended to signal left when it is safe to do so.
- Overtaking on the left of a vehicle is permitted unless the vehicle being overtaken is indicating and turning left.
- Bicycle riders are permitted to ride to the left of a white line edge.
- The rider of a bicycle must not ride within 2 metres of the rear of a moving motor vehicle continuously for more than 200 metres.
- The rider of a bicycle must not hold onto a moving vehicle or be towed by another vehicle.
- The rider of a bicycle must not lead an animal.
Understanding the road rules
(continued)

Roundabouts
Bicycle riders may make a right turn at a multi-lane roundabout from either the left lane or the right lane. If choosing to make the turn from the left lane, bicycle riders must give way to vehicles crossing their path to leave the roundabout. Cycling through multi-lane roundabouts is not recommended because they are very complex.

Cycling on freeways
Cycling is not allowed on urban freeways. However, cycling is allowed on the shoulder of some parts of rural freeways. For more information go to vicroads.vic.gov.au/bicycles.

Towing children in a bicycle trailer
A person may be towed in a bicycle trailer provided:
• the person riding the bicycle is at least 16 years of age
• the person in the trailer is under 10 years of age
• the bicycle trailer has been constructed to carry a person
• both the person riding the bicycle and the passenger are wearing approved bicycle helmets.

Parking bicycles
A bicycle may be parked on footpaths and nature strips, provided it does not obstruct pedestrians or other vehicles.

Riding on paths
When riding on a footpath, bicycle path, separated path or shared path, the rider of a bicycle must keep to the left of any on-coming bicycle rider, and give way to any pedestrians. Always let people walking or cycling know if you are going to pass by ringing your bell or simply calling out.

Riding on the footpath
Children under the age of 12 years are permitted to ride on the footpath, provided:
• they keep to the left of the footpath
• they give way to all pedestrians on the footpath
• there is not a sign or pavement marking prohibiting footpath cycling.
A pedestrian includes anyone walking or a person in a wheelchair or driving a motorized scooter/buggy or wheelchair, and a person in or on a wheeled recreational device or toy (rollerblades, skateboard, tricycle, pedal car, scooter, etc.) on the footpath.

Bicycle riders 12 years or older must not ride on the footpath. Adults who are supervising bicycle riders under 12 years of age are permitted to ride on the footpath.

**Riding on a shared path**
A rider of a bicycle must keep left and give way to pedestrians on a shared path.

**Riding on a separated path**
A rider of a bicycle must not ride on the pedestrian side of a separated path.

The rider of a bicycle must not ride on the road or footpath to which a no bicycle sign applies. The rider must dismount and walk the bicycle.

**Crossings**
The rider of a bicycle must not ride across a Children’s Crossing, pedestrian crossing or marked foot crossing. Instead they must dismount and walk their bicycle across the crossing.

If there is a bicycle lantern at the crossing, bicycle riders can ride across when the lantern is green.

More information about road rules and special rules for bicycle riders is available from the VicRoads website:

vicroads.vic.gov.au
Observing intersections

Name: ______________________________________________

Use this sheet to tally what you observe – put a mark for each vehicle you observe and then count up the results and enter these on the square in the bottom right corner of each box.

**INTERSECTION 1**

Type of intersection (circle)
- Roundabout
- Stop signs
- Give Way Signs
- Traffic lights
- T intersection

Other: __________

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<th>Turn left</th>
<th>Turn right</th>
<th>Go straight across</th>
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<tbody>
<tr>
<td>How many vehicles did you see?</td>
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<tr>
<td>How many vehicles didn’t slow down or stop when they should?</td>
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<tr>
<td>How many signalled, if they needed to?</td>
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<td>How many vehicle drivers scanned (looked around) at the intersection?</td>
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Anything else you saw:

**INTERSECTION 2**

Type of intersection (circle)
- Roundabout
- Stop signs
- Give Way Signs
- Traffic lights
- T intersection

Other: __________

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Anything else you saw:
INTERSECTION 3
Type of intersection (circle)
- Roundabout  - Stop signs  - Give Way signs  - Traffic lights  - T intersection
Other: ___________

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Anything else you saw:

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________

How well did drivers follow the road rules at intersections and scan?

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________

What does this mean for bicycle riders riding through intersections like these and what should they do?

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
Building skills for riding in traffic self-assessment

These riding skills were developed in simulated road conditions within the school ground or other safe area. This was designed to prepare students for on-road riding activities to be undertaken later in the *Bike Ed* program. Most of these skills can be easily practised in a safe area away from traffic.

### STUDENT SELF-ASSESSMENT

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<thead>
<tr>
<th>BASIC RIDING SKILLS</th>
<th>Need lots more practice</th>
<th>Need some practice</th>
<th>Mastered this skill</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Riding in a straight line about one metre out from kerb or parked cars</td>
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<tr>
<td>Riding single file and forming pairs</td>
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<tr>
<td>Moving from single file into pairs</td>
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<td>Moving from pairs into single file</td>
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<tr>
<td>Riding out from a driveway or kerb side</td>
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<tr>
<td>Negotiating intersections</td>
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<tr>
<td>Left turn</td>
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<td>Turn right – making a hook turn</td>
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<td>Turn right from the centre of the road</td>
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<td>Riding straight through intersections</td>
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<td>Single lane roundabouts</td>
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<tr>
<td>STUDENT NAME</td>
<td>Riding in a straight line one metre out</td>
<td>Riding single file and forming pairs</td>
<td>Riding out from a driveway or kerb side</td>
<td>Left turns at intersection</td>
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