PLANNING AND IMPLEMENTING BIKE ED
The benefits of cycling

Cycling is an excellent form of physical activity and is an environmentally friendly way of travelling.

There are concerns for the health of our children due to the low level of physical activity many engage in and increasing levels of childhood obesity. Cycling on a regular basis, such as travelling to and from school, can make significant contributions to children’s health and fitness.

It has become clear that increasing greenhouse gas emissions due to burning of fossil fuels is leading to climate change and a reduction in motor vehicle use is desirable. Cycling represents a form of transport that is environmentally sustainable.

Cycling is also a relatively inexpensive and fun way to travel, but it needs to be done safely.

Learning safe riding skills is important

Younger cyclists are at a greater risk of being killed and seriously injured than older adult riders. Most bicycle crashes involving primary and secondary age students occur on weekdays from 3-5pm.

Around 50% of all cyclist hospitalisations do not involve a motor vehicle but this is much higher for riders under the age of 18 years. A frequent severe crash type for riders aged 5-17 years of age occurs when riders emerge into the path of a vehicle off a footpath. Another common severe crash type for this age group occurs when a vehicle strikes a rider while emerging from a driveway.

Approximately 30% of cyclist casualties occur when a driver crosses the path of an oncoming cyclist, while about 20% of cyclist casualties occur when a driver hits a cyclist from behind or from the side.

Almost 8% of cyclist casualties occur when a driver opens their door into the path of a cyclist.
The Bike Ed program is designed for use with children aged 9-13 years. The aims of the Bike Ed program are to enable students to:

- develop knowledge and understanding of the road traffic environment and the road rules
- develop the physical and cognitive skills to manage the road traffic environment safely as a bicycle rider
- develop responsible behaviours, attitudes and decision-making skills for the safe use of bicycles both on and off the road through participation in enjoyable learning experiences relevant to their ages and abilities.

The ultimate goal of the Bike Ed program should be for students to become competent to ride safely and independently on the road.
At what age should children ride alone in traffic?

Road safety authorities recommend that before the age of 12 years, children should not ride a bicycle in traffic without adult supervision. The reality is that most children have learned to ride a bicycle well before they are 12. They often ride in non-traffic situations, such as on bicycle paths and open spaces, or in low traffic situations, such as on local roads. Parents/carers need to be advised of the risks associated with letting young children ride on the road. It is strongly recommended that such riding activities be supervised by adults.

Road crash data indicates that younger bicycle riders (under 12 years of age) are less able to perform basic riding manoeuvres safely and to follow road rules. This is because bicycle riders under age 12 are not sufficiently developed or experienced enough to operate safely alone in traffic (Bailey and Natora 1999).

Observational studies of children cycling show that the most important skills required for safe cycling do not reach satisfactory levels of performance until the age of 10 years. The physical inability of children to perform these skills was often associated with children failing to look for traffic, give appropriate signals or lower their speed upon approaching intersections (Bailey and Natora 1999).

The task of riding a bicycle safely in traffic has been described as a combination of perceptual motor and cognitive tasks (Weirda and Brookhuis 1991 and Michon 1985). Michon (1985) identified three functional levels:

1. **Control level**: involves the basic perceptual motor skills necessary to ride a bicycle, such as maintaining balance and speed, steering straight and operating brakes and gears. Such skills improve with age and are dependent on practice and experience.
2. **Manoeuvring level**: involves decision making in the immediate traffic environment, such as deciding the appropriate action to make a right hand turn, negotiating a roundabout or avoiding a slowing vehicle or a parked car. This level requires the bicycle rider to directly interact with the actual traffic environment.
3. **Strategic level**: involves making decisions about certain aspects of a trip prior to its commencement. Such decisions require forward planning and assessment of costs/risks versus the benefits of a trip. Children generally attain the capacity for abstract thinking around 11 years and in the case of young bicycle riders such strategic tasks would be done on their behalf by a responsible adult. For example, some schools have developed plans for safe travel to school that includes planning by the school community for safe pedestrian and cycling routes to the school.
An essential skill required by children is that of information processing and knowledge of road rules and road environments. Evidence suggests that there are severe gaps in younger children’s knowledge of road rules and that the processing of this information has the strongest bearing on the development of the strategic, manoeuvring and control levels. This in turn impacts on the child’s ability to apply appropriate behaviour in a given demand of the traffic environment (Bailey and Natora, 1999).

Child development literature has also stated that a child’s ability to ride a bicycle is also affected by:

- the limited perception of visual and auditory information until the age of 12 years
- the inability to perceive traffic situations as inherently hazardous until the age of 9 years
- the inability to anticipate the behaviour of others before the age of 14 years.

References


**Bike Ed and the Victorian Curriculum**

*Bike Ed* fits well into the **Personal and Social** Capability at the Victorian Curriculum Levels 3 and 4 and, in particular, the **Health and Physical Education** Learning Area – see specific links below. It is possible, however, to incorporate *Bike Ed* into a range of other learning areas in the Victorian Curriculum, including English, Mathematics, The Humanities and The Arts.

**Links to the Victorian Curriculum Levels 3 and 4 Personal and Social Capability**

*Note: at Level 3, students are working towards the Level 4 Achievement Standards*

<table>
<thead>
<tr>
<th>Capability</th>
<th>Personal and Social</th>
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<tr>
<td>Strand</td>
<td>Sub-strand</td>
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</table>
| Self-Awareness and Management | Development of resilience | • Identify personal strengths and select personal qualities that could be further developed.  
• Identify how persistence and adaptability can be used when faced with challenging situations and change.  
• Name and describe skills to work independently. | By the end of Level 4, students recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. |
| Social Awareness and Management | Appreciation of diversity and understanding of relationships | • Identify the importance of including others in activities, groups and games. | Students describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. |
| Collaboration | | • Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate. |
## Links to the Victorian Curriculum Levels 3 and 4 Health and Physical Education

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Health and Physical Education</th>
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<tbody>
<tr>
<td><strong>Strand</strong></td>
<td><strong>Sub-strand</strong></td>
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</table>
| Personal, Social and Community Health | Being healthy, safe and active | • Examine how success, challenge and failure strengthen personal identities.  
• Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.  
• Identify and practise strategies to promote health, safety and wellbeing. | By the end of Level 4, students investigate how emotional responses vary and understand how to interact positively with others in different situations including physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing. |
| Communicating and interacting for health and wellbeing | | • Describe factors that can positively influence relationships and personal wellbeing.  
• Discuss and interpret health information and messages in the media. | |
| Contributing to healthy and active communities | | • Describe strategies to make decisions and playground healthy, safe and active spaces.  
• Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing. | |
| Movement and Physical Activity | Moving the body | • Practise and refine fundamental motor movement skills in different movement situations in indoor, outdoor and aquatic situations.  
• Perform movement sequences which link fundamental movement skills.  
• Practise and apply movement concepts and strategies. | Students apply strategies for working cooperatively and apply this fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home at school and in the community. They refine fundamental movement skills and apply movement strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. |
| Understanding movement | | • Examine the benefits of physical activity and physical fitness to health and wellbeing.  
• Combine the elements of effort, space, time, objects and people when performing movement sequences. | |
| Learning through movement | | • Apply inclusive practices when participating in physical activities.  
• Apply innovative and creative thinking in solving movement challenges.  
• Apply basic rules and scoring systems, and demonstrate fair play when participating. | |
Overview of the Bike Ed program

The Bike Ed program is designed for use with children aged 9-13 years, and involves a mix of practical activities conducted off-road (in the school grounds) and on-road (on local roads), together with classroom activities.

It is important to understand that the skills acquired off-road in simulated settings are not a substitute for experience gained riding on roads under supervised instruction. Experience has shown that the skills children learn off-road must be followed up with repeated, supervised practice on-road before children are allowed to ride on roads independently. The local road environment is an excellent resource for teaching Bike Ed:

- it provides a variety of traffic situations (depending on the school location and the home locations of the students)
- it is where children encounter traffic most often and where they are therefore most at risk
- it can be used for developing and practising skills, knowledge and behaviours in real situations.

MODULE 1: Getting started

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Practical</th>
<th>Take Home</th>
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</thead>
<tbody>
<tr>
<td>• Introducing the Bike Ed program</td>
<td>NO RIDING</td>
<td>• Information about Bike Ed and permission forms</td>
</tr>
<tr>
<td>• Why cycle?</td>
<td>• Bike safety check</td>
<td>• Rules for Bike Ed</td>
</tr>
<tr>
<td>• Keeping safe</td>
<td>• Helmet and riding gear safety check</td>
<td>• Student Sheet: Bike safety check</td>
</tr>
<tr>
<td>• The rules for Bike Ed</td>
<td></td>
<td>• Student Sheet: Helmet and riding gear safety check</td>
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</table>

MODULE 2: Basic bike skills

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Practical</th>
<th>Take Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scanning</td>
<td>RIDING</td>
<td>• Student Sheet: Basic riding skills self-assessment</td>
</tr>
<tr>
<td>• Being seen by other road users</td>
<td>• Quick bike safety check</td>
<td></td>
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<tr>
<td></td>
<td>• Tips for getting non-riders mobile</td>
<td></td>
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<tr>
<td></td>
<td>• Correct riding position</td>
<td></td>
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<tr>
<td></td>
<td>• Using gears correctly</td>
<td></td>
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<tr>
<td></td>
<td>• Braking</td>
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<tr>
<td></td>
<td>• Riding in a straight line</td>
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<tr>
<td></td>
<td>• Scanning</td>
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<td></td>
<td>• Slow riding</td>
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<td></td>
<td>• Sharp turns</td>
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<tr>
<td></td>
<td>• Riding on different surfaces</td>
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<tr>
<td></td>
<td>• Putting it all together</td>
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### PROGRAM ACTIVITIES

**MODULE 3: Building skills for riding in traffic**

<table>
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<tr>
<th>Classroom</th>
<th>Practical</th>
<th>Take Home</th>
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</thead>
<tbody>
<tr>
<td>• Knowing the rules and taking the safest option</td>
<td><strong>OBSERVATION</strong>&lt;br&gt;• Observing intersections</td>
<td>• Student Sheet: Building skills for riding in traffic self-assessment</td>
</tr>
<tr>
<td>• Vehicle clues</td>
<td><strong>RIDING</strong>&lt;br&gt;• Quick bike safety check&lt;br&gt;• Riding in a straight line one metre out&lt;br&gt;• Riding single file and forming pairs&lt;br&gt;• Riding out from a driveway or kerb side&lt;br&gt;• Negotiating intersections</td>
<td>• Level 1: <em>Bike Ed</em> basic riding skills certificate</td>
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</table>

**MODULE 4: Riding on paths**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Practical</th>
<th>Take Home</th>
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<tbody>
<tr>
<td>• Path cycling&lt;br&gt;• Planning a ride on local paths</td>
<td><strong>RIDING</strong>&lt;br&gt;• Quick bike safety check&lt;br&gt;• Briefing students before the ride&lt;br&gt;• Group ride on paths</td>
<td>• Level 2: <em>Bike Ed</em> pathway cycling certificate</td>
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</table>
## MODULE 5: Riding on-road

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Practical</th>
<th>Take Home</th>
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<tbody>
<tr>
<td>• Taking the safest option on-road - developing responsible riding behaviours</td>
<td><strong>RIDING</strong>&lt;br&gt;• Procedures for on-road riding instruction&lt;br&gt;• Quick bike safety check&lt;br&gt;• Driveway and kerb side ride outs to the left&lt;br&gt;• Driveway and kerb side ride outs to the right&lt;br&gt;• Riding single file and forming pairs&lt;br&gt;• Turning left at an intersection&lt;br&gt;• Turning right from the centre of the road&lt;br&gt;• Turning right using a hook turn at an intersection&lt;br&gt;• Riding straight across an intersection&lt;br&gt;• Riding through a single lane roundabout&lt;br&gt;• Putting it all together: Assessing on-road riding skills</td>
<td>• Level 3: <em>Bike Ed</em> on-road cycling certificate</td>
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Bike Ed resources

In addition to this program manual, the resource includes the following components.

All the resources are available at vicroads.vic.gov.au/bikeed

Ed’s Excellent Bike Ed Adventure

A story that follows Ed as he discovers his bike brain and learns to ride safely on the road. This video reinforces key learning for students in a fun way.

Cycling Scenes

These images with teaching notes are available as A3 size pictures or as a slideshow presentation (see vicroads.vic.gov.au/bikeed).
Vehicle Cards
These are designed for use during riding activities when simulating traffic situations to develop scanning skills.

Traffic Sign Cards
These are designed for use during riding activities when simulating traffic situations.
Bike Ed Checklists

These checklists are designed for use during riding activities to ensure that all riding manoeuvres are covered. It is recommended that you print and laminate the checklists to reuse.

The Family Guide to Bike Ed

Information for parents on supporting their child’s riding skills development, the need for correct riding gear and a safe bike, and safer places to ride. The Family Guide to Bike Ed is available in different languages and can be downloaded from vicroads.vic.gov.au/bikeed

Bike Ed Certificates

The certificates can be found online if you wish to print out your own copies with students’ names. Visit vicroads.vic.gov.au/bikeed to print your own copies of the certificates with your students’ names.

Level 1: Bike Ed Basic Riding Skills Certificate

This is awarded based on the assessment of basic bicycle control skills.

Level 2: Bike Ed Pathway Cycling Certificate

This is awarded based on the assessment of necessary skills for cycling safely on different types of paths.

Level 3: Bike Ed Road Cycling Certificate

This is awarded based on the assessment of necessary on-road skills learned throughout the program.
Depending on the skill level and existing knowledge of the students, a program may be able to be conducted in less time. The program can also be delivered in two stages as students progress through primary school:

- Years 3-4: Modules 1, 2 and 4 – focusing on riding on the footpath, bike paths and shared footways. This reinforces that for students under 12 years of age, who are permitted to ride on the footpath, that this is the safest option.
- Years 5-6: Modules 3 and 5 – focusing on riding on roads. This prepares students for moving onto riding on the road once they are 12 years of age and perhaps riding to secondary school.

Programs should be structured to meet timetabling needs of schools. Many schools run Bike Ed over a short period of time, such as two weeks with practical sessions almost every day. Other schools run the program over a term with practical sessions conducted regularly, such as once a week.

### Time required for the program

The estimated time required for each module is detailed in the following table.

<table>
<thead>
<tr>
<th>MODULES</th>
<th>Classroom Activities</th>
<th>Practical Activities</th>
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</thead>
<tbody>
<tr>
<td>1: Getting started</td>
<td>1.5 hours</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>2: Basic bike skills</td>
<td>1.5 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>3: Building skills for riding in traffic</td>
<td>1.5 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>4: Riding on paths</td>
<td>1.5 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>5: Riding on-road</td>
<td>1 hour</td>
<td>4.5 hours</td>
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</tbody>
</table>
**Practical activities**

The outdoor practical riding components of the *Bike Ed* program involve:

- basic skills development
- simulated off-road riding within the school grounds
- footpath, shared paths and bicycle path riding
- on-road riding in traffic.

Students will ride their bicycles on weekends or to school, using footpaths or the road. On-road cycling is a key component of the *Bike Ed* program requiring the practical application and integration of knowledge, skills, self awareness and self confidence. A *Bike Ed* program which does not include an on-road component does not maximise its effectiveness.

The size of individual groups for *Bike Ed* programs will vary. Students can be organised into different sized groups to enable more flexible time and staffing arrangements and to spread the pressure on the use of equipment and use of the cycling skills track. For example:

- full sized groups with two instructors
- smaller, half-a-class sized groups with one or two instructors.

A group of 25 students can do the riding skills at the same time, provided two or more instructors are available and there is sufficient space. Each instructor can take small groups for different activities to spread use of different parts of the bicycle skills track, then swap over. Where space is plentiful, several groups could do the same activity.

Alternatively, half the group (12 students) could do riding skills outdoors with one instructor, while the other half of the group do indoor *Bike Ed* activities with the other instructor. Another way of handling large groups is to divide the group in half and have each half alternately doing *Bike Ed* and other programs. Consideration should be given to enlisting the support of volunteer parents/carers or non-teaching staff.

Irrespective of how the groups are organised, it is necessary to have a series of activities to keep all students actively involved and not standing around waiting a turn. The recommended ratio for adequate supervision is one qualified bicycle education instructor for ten students (see *Rules and requirements for Bike Ed programs* page 21). Assistance can be provided from other interested teachers and parents. Some parents may wish to train to be instructors. Additional supervisory assistance will be needed during the on-road riding activities and extra people are needed as observers during the on-road riding test.

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**Classroom activities**

The number of classroom activities in the *Bike Ed* program have been kept to a minimum, but are considered essential to complement the practical activities. Schools are encouraged to undertake all recommended classroom activities.
**Rules and requirements for Bike Ed programs in schools**

*Bike Ed* is delivered in schools and community settings. It is often delivered by teachers. However, municipalities, the police and community groups/volunteers can play a role in supporting the implementation of *Bike Ed* programs in schools.

The purpose of the Victorian Department of Education and Training (DET) Cycling policy is to ensure that cycling programs are organised appropriately to ensure student safety.

For more information visit: [www.education.vic.gov.au](http://www.education.vic.gov.au)

The following summarises the key requirements for conducting cycling programs in schools.

**Instructors**

The practical component of *Bike Ed* must be conducted by appropriately qualified instructors.

Bicycle education instructors, whether teachers or community volunteers, owe a duty of care to those they instruct during all of the program’s activities. Instructors conducting *Bike Ed* programs should have a current *Bike Ed* Instructor certification. Potentially, there is a liability for the organisation conducting the *Bike Ed* program if instructors are not appropriately trained, and are then put in charge of groups of students without a proper appreciation of their role and responsibilities.

Within the Department of Education and Training (DET) policy it is noted that, to provide a cycling program, schools must ensure that staff involved in the program are experienced and preferably qualified in bicycle education. It is recommended that teachers responsible for conducting cycling programs are qualified in bicycle education through an accredited training course in *Bike Ed*.

At least one staff member (teacher, instructor or volunteer) responsible for instructing in on-road practical cycling components must have the approved qualification of satisfactory completion of the *Bicycle Education Instructor Training Course*.

Instructors must be aware of the potential dangers to riders when extending the program from off-road to the on-road in-traffic activities. Issues of legal liability for those adults conducting the program can never be discounted completely. However, the risk to participants’ safety is reduced by ensuring:

- instructors are trained in *Bike Ed* and are competent and confident cyclists
- instructors have sound knowledge of the road rules for safe cycling
- students have demonstrated knowledge and application of road rules and competent road related cycling skills in an off-road environment
- sufficient personnel are available to assist with on-road supervision.
Bicycle education instructor training

Staff responsible for conducting Bike Ed programs must have the approved Bicycle Education Instructor Training Course qualification.

Other adults assisting with such programs should also be similarly qualified.

Bicycle Safety Education Instructor Training for teachers and other school support personnel is delivered at local venues throughout the state.

Use your internet search engine to identify providers, dates and times of the Bicycle Safety Education Instructor Training for teachers.

The instructor certificate lasts for five years. People who have held the certificate for more than five years need to do a short refresher course.

Level of supervision required for practical riding activities

Within school grounds

Cycling activities which are done within the grounds of a school require the same type of supervision as for other activities, such as sport and physical education.

Bike Ed programs conducted within the school grounds, local environment and on bicycle paths require the approval of the principal.

It is recommended instructors have a current minimum level first aid certificate.

Outside the school grounds

Cycling programs conducted beyond the grounds on pathways and open roads are regarded as adventure activities and, as such, require the approval of the principal and the school council. The general requirements and guidelines for excursions and adventure activities apply (for example, written permission of parent/care-giver) and advice regarding the nature and conditions of the activity and the following specific requirements for cycling apply:

- at least one staff member is to have a current Bike Ed instructor certification
- all staff involved are to be suitably experienced for the activity and preferably be qualified in bicycle education
- at least two staff members are to be present with each group of students
- the minimum overall ratio is to be at least one staff member for every 10 students or part thereof.

It is recommended instructors have a current minimum level first aid certificate.
Permission for students to participate

Schools must obtain the written approval/permission of parents/carers/guardians before their child can take part in Bike Ed activities. It is a worthwhile precaution to notify local police when conducting on-road activities.

Requirements for equipment and clothing

Bicycles

- It is recommended that students have their own bicycles, which must be the correct size and roadworthy.
- If hired or borrowed bicycles are used, they must be checked for roadworthiness and correct sizing for each rider.
- A variety of bicycles are suitable for Bike Ed, including BMX, mountain and hybrid bicycles and road bicycles.
- Bicycles used must be in good mechanical condition with at least one efficient brake and the handlebar ends covered. It is strongly recommended to use bicycles with two brakes.
- It is expected that in general, parents and care-givers supply the bicycle for their child.
- However, it is possible for the school to build up a supply of bicycles to allow children without their own to take part.
- In Victoria a limited number of bicycle resource trailers are available – see p. 24 for details.

Helmets

- In Victoria the bicycle rider must wear an approved bicycle helmet securely fitted and fastened on the rider’s head.
- The helmet must be certified AS/NZS 2063 and must be in good condition and correctly fitted, with the chin strap securely fastened.
- For reasons of hygiene and consistency of fit, it is recommended that children have their own bicycle helmets.
- A brightly coloured helmet is preferable because it adds to the visibility of the rider.

Clothing

- Wear bright and light coloured clothing, which is close-fitting and unlikely to catch on the bicycle.
- Wear enclosed shoes that have a non-slip sole to provide traction. Keep laces tidy so they cannot get caught in the chain.
- Cycling gloves and eye protection are recommended.

Lights

- Riding at night or in weather conditions where there is reduced visibility is not recommended.
- In these conditions a bicycle must have a front white light and a rear red light which can both be seen for 200 metres.
- The bicycle must also be fitted with a red reflector that is visible for at least 50 metres.
VicRoads and other organisations provide bicycle trailers that contain items, including student bicycles, adult bicycles, helmets, vests, and dome markers. Demand is usually high and these need to be booked well ahead.

The trailers are kept at places throughout Victoria and can be available for hire for different lengths of time. There is a hire charge.

A list of the locations of bicycle trailers can be found at vicroads.vic.gov.au/bikeed
It is essential that parents/carers are encouraged to support the learning their child experiences through the Bike Ed program.

The Family Guide to Bike Ed is designed to provide parents/carers with valuable background information about bicycle safety. It provides advice on how parents/carers can provide their child with opportunities to practise the skills they have learned in Bike Ed. It is recommended that this booklet is distributed to parents/carers at the start of the Bike Ed program. Copies of the Family Guide to Bike Ed can be downloaded from vicroads.vic.gov.au/bikeed

Parents/carers with an interest in cycling may also be interested in assisting with the practical activities and may also wish to undertake instructor training – see page 21 for details. A one day training program run over two days is available for those wishing to do an assistant Bike Ed course.
Bike Ed Challenge

The Bike Ed Challenge gives students an opportunity to learn and test their bike riding skills in an exciting series of activities based on the Bike Ed program. It’s easy to stage as a sports carnival, any school or community group can run their own challenge.

Municipal Bike Ed Challenges are run at a local level and provide an opportunity to enjoy the fun with students from other schools. The Bike Ed Challenge teaches and reinforces lessons in safe bicycle riding in a fun environment.


Riding to and from school

Encouraging students to ride a bicycle to school can be a great way of building on the skills and experience already developed in the Bike Ed program. It is also a way of significantly increasing the level of physical activity for students.

Supporting classroom activities should focus on students planning the safest routes for cycling to and from school with the focus on taking the safest option at all times. Students should plan and map their own safe route that allows them to meet and ride with friends on the way. It should focus on using footpaths, bicycle paths or shared paths, and only involve on-road riding where there is no alternative and where these are quiet streets.

Bicycle Network’s Ride2School program supports thousands of schools across Australia to develop a healthy, active travel culture. The Ride2School Program is supported and funded by the Victorian State Government and uses behavior change methodologies to increase the number of students actively travelling to school all year round. For students facing challenges, Bicycle Network tailors assistance to overcome their unique obstacles and barriers. More information can be found online at ride2school.com.au or bicyclenetwork.com.au
**Take a bike hike**

Plan a school group ride to an interesting destination. A 10-15 kilometre bike hike can present an exciting challenge to students and is a great way to follow up on the skills learned in the Bike Ed program.

As a classroom activity students can be involved in planning the route and destination for the ride. They should consider how the ride can use any local bike paths and end at a park, playground or similar place.

One option is to consider travelling part of the way by train. Bicycles may be carried free of charge on metropolitan trains, but are not permitted on buses and trams. It is suggested that travel not be during peak times. Information on travelling with a bicycle on public transport can be obtained from the Bicycle Network website: bicyclenetwork.com.au

**Useful websites**

**VicRoads**

vicroads.vic.gov.au

Contains useful Bike Ed resources and information about cycling safety, road rules and maps of on-road and off-road bicycle routes across Victoria.

**Bicycle Network**

bicyclenetwork.com.au

Bicycle Network is a charity promoting the health of the community. The organisation combats physical inactivity by getting more people cycling more often. Bicycle Network campaigns for improved bike riding conditions, conducts Ride2Work and Ride2School behavior change programs and runs events like the Great Victorian Bike Ride. Its website offers advice to bicycle riders - both new and experienced - and information on events and membership.

**Department of Transport, Planning and Local Infrastructure**

transport.vic.gov.au/projects/cycling

Includes information about State Government cycling projects, cycling resources and cycling publications.

**RACV**

racv.com.au

RACV Street Scene program is a road safety program for primary students Prep - Year 6. The program features visits from qualified and experienced Traffic Safety Educators, who conduct classroom activities on a range of road safety issues including bicycle safety.