



the place
to live



MAPPING BIKE ED TO THE AUSVELS CURRICULUM FOR YEAR 3-6

Bike Ed can support the delivery of your school's curriculum in original, engaging ways.

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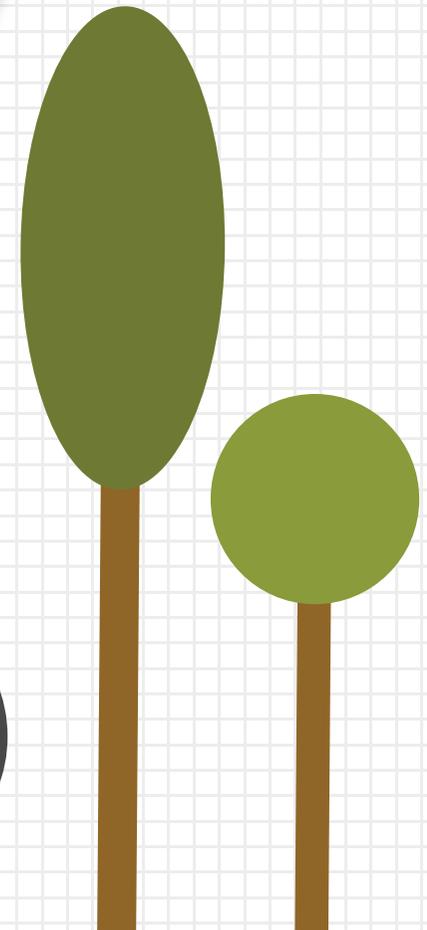
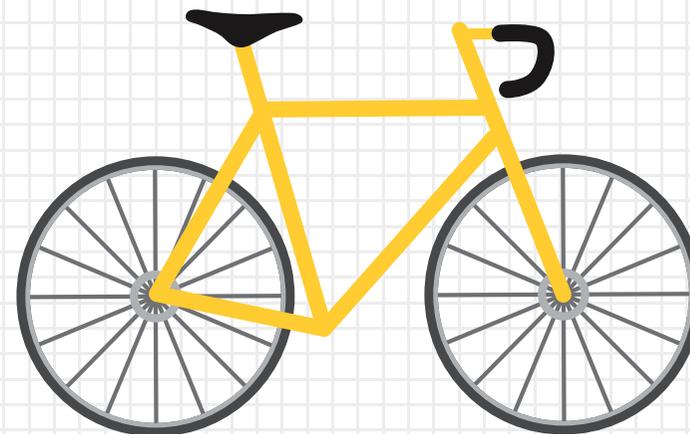
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AusVELS
Learning
areas and how
to deliver them
through
Bike Ed



Introduction

AusVELS Overview

The Australian Victorian Education Learning Standards (AusVELS) provide a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS began in 2013 and took over from VELS (Victorian Education Learning Standards). AusVELS and VELS are overseen by the Victorian Curriculum and Assessment Authority (VCAA). Level 3-6 = Grades 3-6. The entire curriculum can be viewed at ausvels.vcaa.vic.edu.au.



Bike Ed

Bike Ed teaches young people the skills needed to negotiate traffic and roads in a safe and responsible way.

The Bike Manual 2009, produced by VicRoads, maps the Bike Ed Program onto three key VELS areas within the Physical, Personal and Social Learning domain: Health and Physical Education, Personal Learning and Interpersonal Development.

These are all in the current AusVELS curriculum (see below for details). Bike Ed also supports learning in new AusVELS domains such as Civics and Citizenship, Communication, Thinking Processes and Geography.

Bike Ed provides students with a unique learning experience that will improve their:

- physical health
- mental health
- control of bikes
- safety on roads and paths

What can Darebin Council support your school?

- We can fund two teachers to be trained as Bike Education Instructors.
- Fund a casual relief teacher whilst teachers undertake training.
- Complimentary use of our bike trailer, which includes 18 bikes suitable for grades 3-6, helmets, safety vests and miniature traffic signs.
- Provide resources including: *A Family Guide to Bike Ed*; *Riding to School with Kids FAQ*; stickers; and Darebin *Travelsmart* maps.
- A trained Bike Ed assistant to support your teachers in program delivery.
- Support for creative projects about bike and road safety.

Get in touch with us

You can find out more at www.darebin.vic.gov.au/traveltoschool or get in contact with Darebin's Safe Travel Officer on 8470 8506 or by email safetravel@darebin.vic.gov.au.

Physical, Personal and Social Learning

Civics and Citizenship (AusVELS)

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Civics and Citizenship	Civic knowledge and understanding	-	<p>At Level 3, students explain the difference between rules and laws and describe the qualities of a good law. They explain why protection and care for the natural and built environment is important.</p> <p>At Level 4, students demonstrate understanding of the process of making and changing laws.</p>	<p>At Level 5, students describe the purposes of laws. They identify and question the features and values of Australia's political and legal systems.</p>	<p>Bike Ed empowers students to understand our road rules and laws and their purpose.</p> <p>The students learn about the natural and built environment including roads and bike paths and why it is important to protect these areas in our communities.</p>
Civics and Citizenship	Community Engagement	-	<p>At Level 3, students describe the benefits of action at the local level. They participate in activities to protect and care for the natural and built environment.</p> <p>At Level 4, students demonstrate understanding of engaging in school and community activities. They present a point of view on significant current issues and include recommendations about the actions that can be taken.</p>	<p>At Level 5, students participate in school events and participate in activities to contribute to environmental sustainability.</p> <p>At Level 6, students draw on a range of resources and defend their own opinions about political, social and environmental issues. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it.</p>	<p>Bike Ed fosters respect for the natural and built environments through interaction with a variety of spaces during the practical components of Bike Ed.</p> <p>Community engagement is fostered by examining the world from different perspectives. Students gain a broader view of issues in their school, local and national communities.</p> <p>Participation in Bike Ed is also an environmentally sustainable action that helps students reflect on their own responsibilities.</p>

Health and Physical Education (AusVELS)

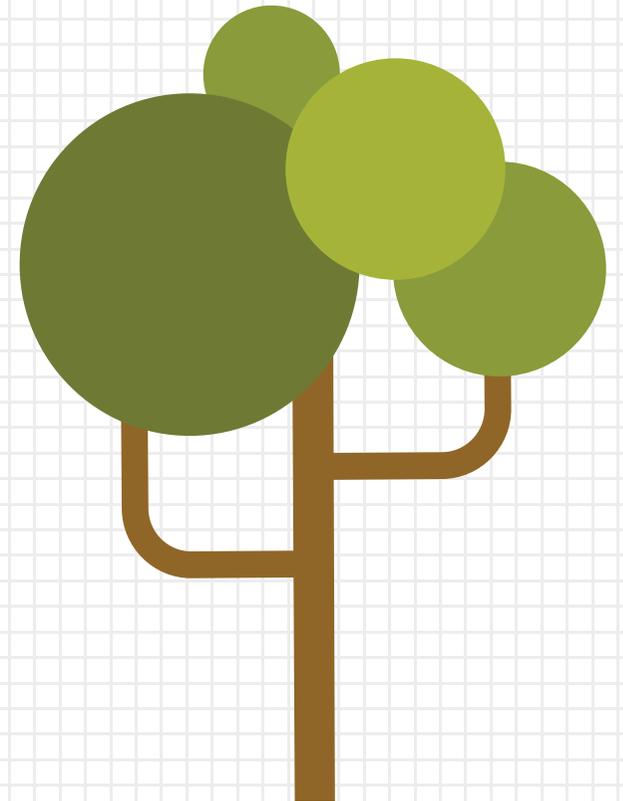
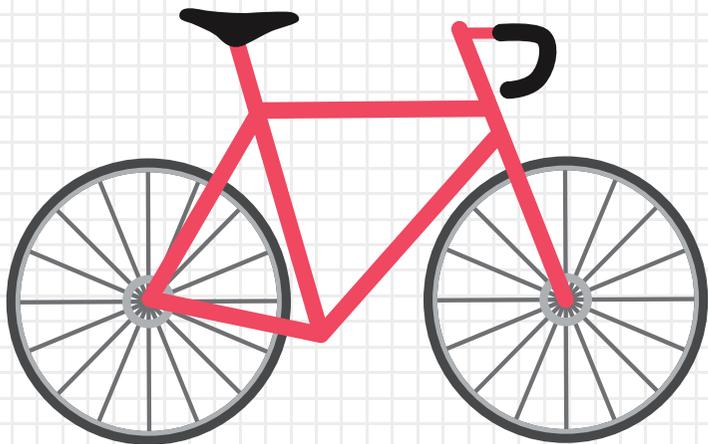
Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Health and Physical Education	Movement and Physical Activity	Developing motor skills	Demonstrate a wide variety of motor skills and apply them to basic sport-specific situations.	Perform confidently in a range of movement environments (indoor, outdoor and aquatic). Refine basic and complex motor skills and apply these in complex games and activities.	Complex motor skills are taught: manoeuvring a bike, riding while indicating and turning corners. Confidence is gained through practice and repetition of complex movements.
Health and Physical Education	Movement and Physical Activity	Participating in physical activity	Participate regularly in physical activities for the purpose of improving skill and health.	Maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity.	Promotes the use of bikes as a source of regular exercise. Module 1 focuses on reasons for undertaking physical activity and improving health.
Health and Physical Education	Movement and Physical Activity	Educating about sport	Follow safety principles in games and activities.	Work independently to improve performance, and provide constructive feedback to others.	Bike Ed prepares students to work independently. Evaluation of the self and of others is undertaken through self-assessment, group work and feedback.
Health and Physical Education	Health Knowledge and Promotion	Safety	Identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations.	Describe the actions they can take if they feel unsafe at home, school and in the community.	Safety is key in Bike Ed: from bike maintenance and safety equipment, to choosing safe riding routes. Students are supported to identify and avoid dangerous situations.
Health and Physical Education	Health Knowledge and Promotion	Health promotion	Describe how physical and social components in the local environment contribute to wellbeing.	Describe dimensions of health and establish health goals and plan strategies for improving their personal health.	Aspects of health are covered in Module 1. Active modes of transport are encouraged for health and wellbeing.

Interpersonal Development (VELS)

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Interpersonal Development	Building Social Relationships	Understanding social conventions	Support each other by sharing ideas, offering assistance and giving appropriate feedback. Demonstrate, through their interactions in social situations, respect for a diverse range of people.	Demonstrate awareness of complex social conventions and behave appropriately when interacting with others.	Students work together and with other members of the public during on road practical activities and learn to negotiate interactions when riding. During these interactions influences on behaviour are raised.
Interpersonal Development	Building Social Relationships	Building Empathy	Accept and display empathy for the points of view and feelings of peers and others. Identify and use a variety of strategies to manage and resolve conflict.	Demonstrate respect for individuality of others. Select appropriate strategies to effectively manage individual conflict and assist others in conflict resolution processes.	Respect and empathy are key to this collaboration and setting ground rules for Bike Ed at the beginning of Module 1 sets the tone for students to work with each other and avoid conflict.
Interpersonal Development	Working in Teams	Working as a team member	Work effectively in different teams; take on a variety of roles to complete tasks of varying length and complexity. Work cooperatively to allocate tasks and develop timelines.	Accept responsibility as a team member. Working with the strengths of a team, achieve agreed goals within set timeframes, respecting and building on the ideas of team members.	During Module 4 of Bike Ed students must work together to plan a ride on local bike paths. This requires cooperation, taking on roles, following guidelines and working effectively together as a group.

Interpersonal Development (VELS) cont.

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Interpersonal Development	Working in Teams	Reflecting on the contribution to the team	Explain the benefits of working in a team. Provide feedback to others and evaluate their own and the team's performance.	Clearly record their reflections on the effectiveness of learning in a team. Develop and implement strategies for improving their own contribution to achieving team goals.	During Module 4 students design and present a bike route and reflect on which group's journey is the best. Students will reflect on their own contribution to the team.



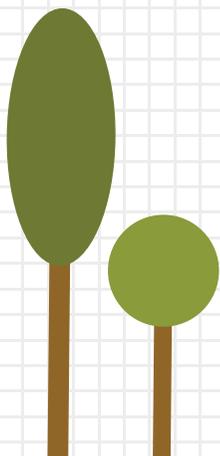
Personal Learning (VELS)

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Personal Learning	The Individual Learner	Monitoring Learning	With support, identify their learning strengths and weaknesses.	Monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses.	Self-assessment tools empower students to monitor their progress through the course. Teacher-monitored assessments also compliment students' own assessments.
Personal Learning	The Individual Learner	Developing learning improvement goals	Make and justify some decisions about their learning. With support, set learning improvement goals. Negotiate learning improvement goals and justify the choices they make about their own learning.	Identify their interests, strengths, weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.	Students to evaluate their skills and determine where they need to focus their attention. Such a practical course means students immediately see the outcomes of their work.
Personal Learning	The Individual Learner	Developing a positive learning environment	Actively develop, monitor and refine protocols that create a positive learning environment in the classroom. Identify and explain how different perspectives and attitudes can affect learning.	Consider their own and others' needs when making decisions about suitable learning processes and the creation of a positive learning environment within and outside the classroom.	During Module 1 of Bike Ed ground rules are decided upon by the whole group. Protocols for various environments encountered, such as bike paths or roads, are discussed and established.

Discipline Based Learning

Humanities-Geography (VELS)

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
The Humanities-Geography	Geographical Knowledge and Understanding	-	At Level 4, students compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries, depicted by different kinds of maps, diagrams, photographs and satellite images.	At Level 5, students demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.	The local area will be explored, particularly during Module 3. Environmental issues will be addressed through conversations about why cycling is a good option during Module 1. Students use maps, diagrams and photos to plan routes and undertake simulated situations.



Humanities-Geography (VELS) cont.

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
The Humanities-Geography	Geospatial Skills	-	<p>At Level 4, students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places.</p> <p>They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend.</p>	<p>At Level 5, students collect geographical information, evaluate and present it. They construct overlay theme maps using conventions of scale, legend, title, and north point. They identify and gather information from fieldwork and organise and communicate it using a range of forms.</p> <p>At Level 6, students accurately interpret information on different types of maps and photographs at a range of scales, and use map evidence to support explanations, draw inferences and predict associated outcomes.</p>	<p>During Module 4 of Bike Ed students must interpret maps to identify a safe bike path route in the local area, while adhering to certain parameters. They must research alternate routes and describe the outcomes to the group.</p> <p>This will expand their geospatial skillset and also engage them in their community in a new way.</p>

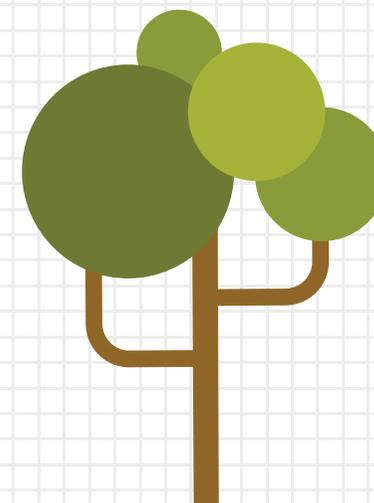
Interdisciplinary

Thinking Processes (AusVELS)

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Thinking Processes	Reasoning, processing and inquiry	Problem Solving	Use thinking strategies to organise their approach to problem solving activities.	Use information they collect to solve problems.	Bike Ed is about problem solving as students must make decisions as to where and how to ride.
Thinking Processes	Reasoning, processing and inquiry	Decision Making	Provide reasons for their conclusions.	Use information they collect to inform decision making. Develop reasoned arguments using supporting evidence.	During the practical riding components of Bike Ed students must come to conclusions and explain how they got there to ensure safety and an understanding of safe bicycle use.
Thinking Processes	Creativity	Generating Ideas	Apply creative (speculative) ideas in practical ways.	Use creative (speculative) thinking strategies in a range of contexts.	Encourages creative thinking around practical ways of undertaking the riding tasks in a range of contexts.

Thinking Processes (AusVELS) cont.

Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Thinking Processes	Creativity	Generating solutions	Use open-ended questioning and integrate available information to explore ideas, experimenting with a range of creative solutions.	Generate imaginative solutions when solving problems by working with both concrete and abstract ideas, (their own and those of others).	Students must make their own decisions about what to do in various simulated road situations based on information available as well as information learnt in the classroom.
Thinking Processes	Reflection, evaluation and metacognition	Evaluating effectiveness	Identify strategies to organise their ideas. Identify and provide reasons for their point of view.	Use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness.	Students are encouraged to incorporate an understanding of road rules, safety, other road users and their own skills into their decision making on and off road.



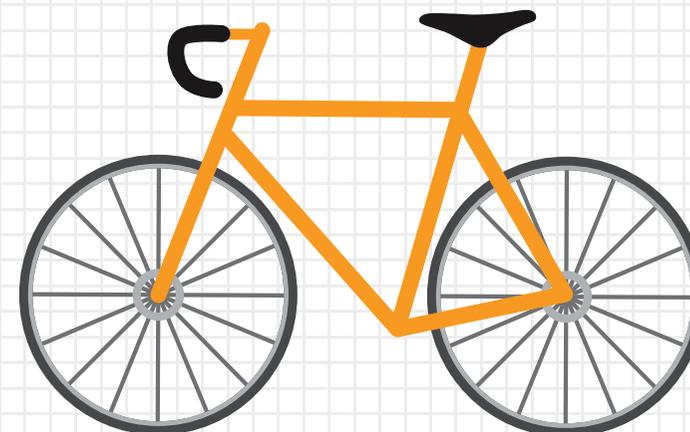
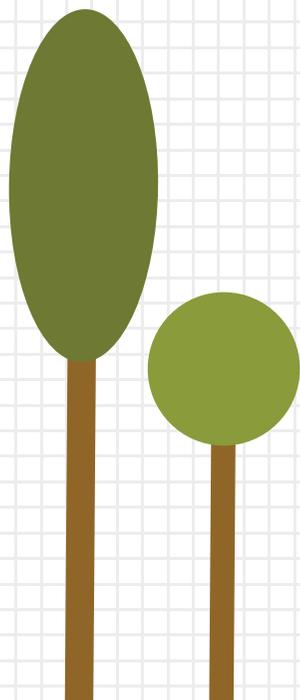
Communication (AusVELS)

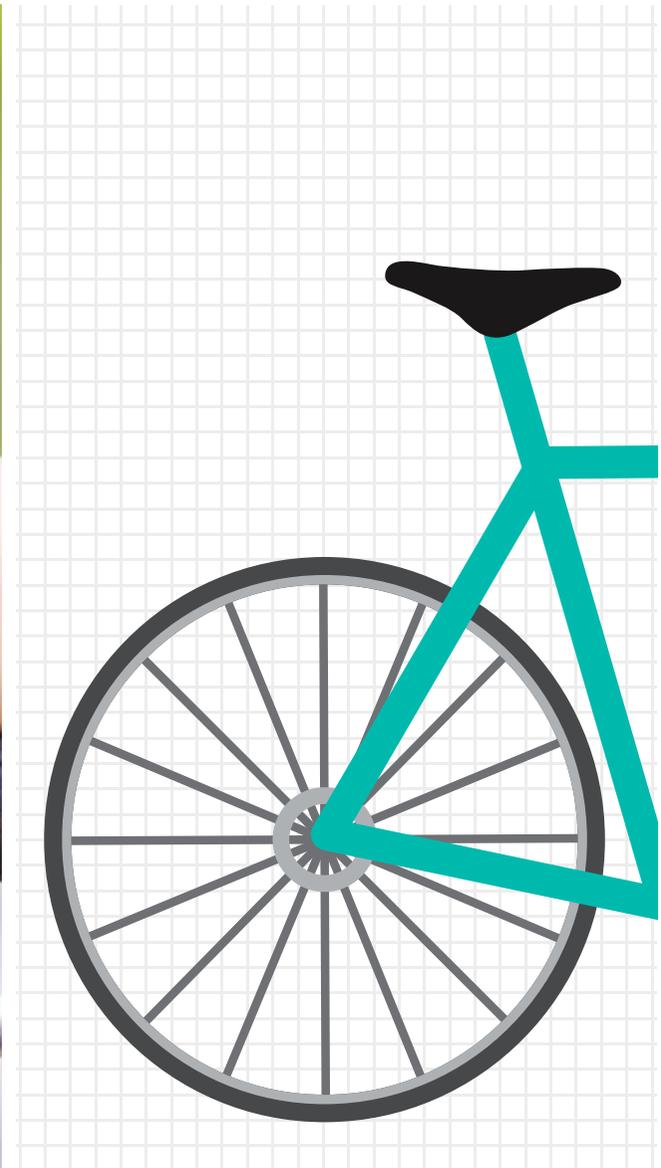
Domain	Dimension	Key Concepts and Skills	Level 3-4	Level 5-6	Mapping of Bike Ed to AusVELS
Communication	Listening, viewing and responding	Using explicit communication strategies	NA	Describe the purpose of a range of communication strategies, including non-verbal strategies. Evaluate the effectiveness of different communication strategies for different audiences.	Bike Ed highlights the importance of non-verbal signals, whether they are hand gestures, eye contact or the clothes one is wearing. This is discussed in relation to bike safety, reminding students that communication is not only verbal.
Communication	Listening, viewing and responding	Interpreting Information	NA	Develop interpretations of content and provide reasons for them. Explain why peers may develop alternative interpretations.	Road interactions are discussed in relation to road rules and in terms of the variety of ways situations can be interpreted. Understanding and taking into account others' perceptions is vital on the roads.
Communication	Listening, viewing and responding	Developing clarification strategies	NA	Ask clarifying questions about ideas and information they listen to and view.	As students undertake Bike Ed they are encouraged to ask questions at any stage, this enables self-directed learning and engagement to occur.
Communication	Presenting	Understanding conventions of presentations	NA	Summarise and organise ideas and information, logically and clearly in a range of presentations.	During Bike Ed students must present a plan for a bike path route, complete self-assessments, and take home activities which provide various ways of presenting and organising what they have learnt.
Communication	Presenting	Reflecting on presentations and providing feedback	NA	Identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Use provided criteria to evaluate the effectiveness of their own and others' presentations.	Module 4 requires students to present and reflect upon proposed bike routes as well as evaluate all the presentations according to set criteria. Students will work individually and in group situations.

Cross Curriculum Priorities

Sustainability

Priority	Level 3-4 and 5-6	Mapping of Bike Ed to AusVELS
Sustainability	<p>Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.</p> <p>Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.</p>	<p>Bike Ed encourages sustainable ways of living and engaging with the world through promotion of the active transport of cycling. This program highlights how individual choices and actions can improve sustainability, locally and globally.</p> <p>Students are given the chance to view their surroundings in a new light. This program highlights the future independence and choices students have in relation to their environment and how sustainable options such as bike riding are viable.</p>





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