

Year Level: **Years 3 and 4**

Unit 2: **Getting ready to ride on paths**

Lesson 3: **Bike skills**

Date:



Lesson Approach

This is the third of ten lessons for Unit 2 – Getting ready to ride on paths. This lesson is 45 minutes long.

Curriculum links

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)

Identify and practise strategies to promote health, safety, and wellbeing (VCHPEP091)

Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings (VCHPEM097)

Perform movement sequences which link fundamental movement skills (VCHPEM098)

Adopt inclusive practices when participating in physical activities (VCHPEM102)

Learning intentions and success criteria

Learning intention

To know how to check that the bike is ready to ride safely.

To be able to make confident turns whilst riding.

To control the bike in the vicinity of other road users.

To make safe decisions on the bike in the vicinity of other road users.

Success criteria

Can perform an ABCD bike check.

Can turn the bike using smooth movements whilst maintaining good balance and control.

Can complete controlled movements on their bike while maintaining appropriate speed.

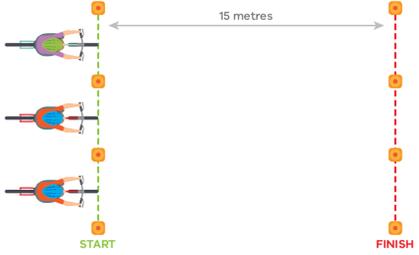
Can begin to safely pick gaps in traffic to negotiate other road users under supervision.

Equipment

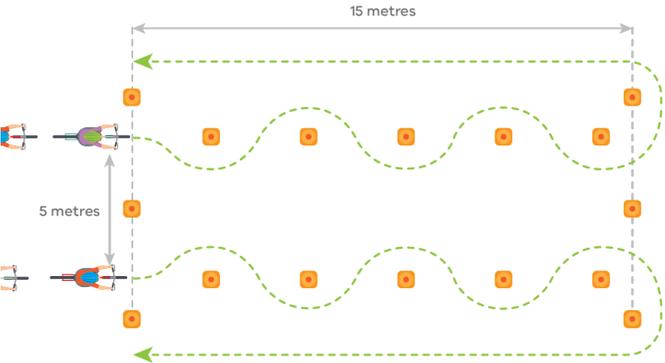
Bikes, helmets, cones, stop and give way signs.



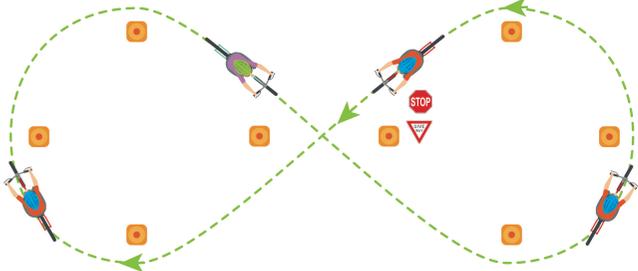
Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student).</p> <p>Safety</p> <ul style="list-style-type: none"> If using a class set of helmets, ensure that the helmets have been cleaned for hygiene. Ensure bike seats are at the appropriate height for the student. 	<p>Helmet check</p> <p>Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.</p> <ul style="list-style-type: none"> Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial. Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to stop it catching in the chain. Shoes are sturdy, close toed and non-slip, for stopping and protection. Students will put on their own helmets. <p>Attitude check</p> <p>Try your best, have fun, respect others.</p>	<p>We must always wear a helmet when on a bike because it protects our head and our very important brain.</p> <p>Just as important is for the helmet to be fitted correctly, otherwise it won't work.</p> <p>Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.</p> <p>If we aren't dressed properly then we can't be seen easily, so there is an increased risk that a vehicle might run into us.</p> <p>Key questions</p> <p>Why do we wear a helmet?</p> <p>What are the best ways to make sure that cars and other riders can see you?</p>	<p>Helmet cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>
5 mins	<p>Equipment</p> <p>Bikes (one per small group), ABCD check guide.</p>  <p>Safety</p> <p>Only a very small drop when checking for anything loose. Only about 5 cm.</p> 	<p>ABCD bicycle check</p> <p>The ABCD (air, brakes, chain, drop) check is a quick check to ensure that our bike is safe to ride on. We check the most important parts of the bike. Distribute ABCD check guide. Each student completes a check of their bicycle, as led by the teacher. The ABCD check is as follows:</p> <ol style="list-style-type: none"> Is there air in the tyres? Squeeze the tyre walls. Do the brakes work? Squeeze each brake whilst lightly pushing the bike. Does the chain move smoothly? Inspect the chain and move the pedals. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike). 	<p>We must check the bike before we ride. If the bike has a problem, it might be unsafe to ride on.</p> <p>We will be checking that the bike is safe to ride on each riding class, so this will be reinforced.</p> <p>Key questions</p> <p>Why do we need to check that our bike is safe to ride?</p>	<p>Checking on students.</p>

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8 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p>Safety</p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p>	<p>Tortoise game: Slow ride</p> <ul style="list-style-type: none"> Line students up along a line, as per diagram, with the finish line 15 metres away. Upon the teacher's whistle, riders will attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground. Riders must stop frozen if they put a foot down, and then complete the ride once the final rider crosses the line. <p>Modifications</p> <p>Students that put a foot on the ground keep doing the race, but just cannot win.</p>	<p>Tips for this race include maintaining good posture, doing half pedals, and not coming to a complete stop.</p> <p>Key questions</p> <p>Is it easier to ride slowly or at normal speed?</p> <p>What tips do you have for other people to help them do the tortoise race?</p>	<p>Speed of riders and number of disqualifications.</p>

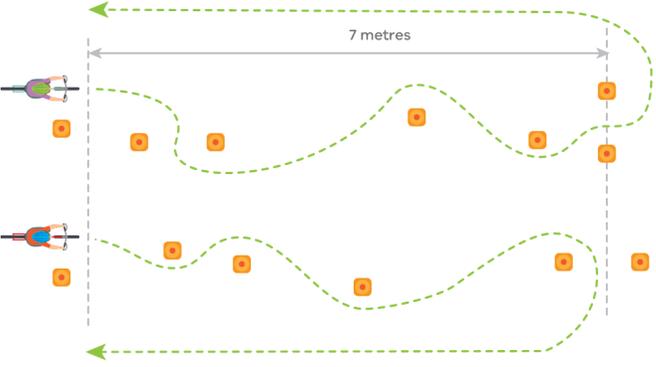


Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Ensure that other students are clear of the bikes as they are being pushed around. • Turning requires more space. Spread the groups out further from each other to prevent collisions. 	<p>Turning</p> <p>Bring class together to demonstrate turning.</p> <p>Slalom course walk</p> <ul style="list-style-type: none"> • Set up a short slalom course with cones, as per the diagram. Have students walk their bikes through the slalom course, turning the handlebars gently and leaning it into the turn. • Check the students are correctly turning the handlebars and leaning towards the turn, emphasising smoothness and gentleness. <p>Riding whilst turning</p> <ul style="list-style-type: none"> • Set up as per the diagram, without cones. Riders are to ride from one line to the other and coming to a controlled stop. The next rider only starts once the previous rider has come to a complete stop. • Riders are to practice their turning without cones. <ul style="list-style-type: none"> • Experienced and confident riders may do many turns in this space, whilst inexperienced riders may only do one or two turns in this space depending on their comfort level. • Once riders are comfortable, add cones or surface markers in a straight line. Riders are to turn in and out of these cones. <p>Modifications</p> <p>Novice riders may be more comfortable practicing without cones.</p> <p>Progressions</p> <ul style="list-style-type: none"> • Differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders. • Incorporate the Traffic Light game into the slalom riding. 	<p>Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn.</p> <p>The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required.</p> <p>Emphasise that the movements must be small and gentle, rather than sharp and sudden.</p> <p>Key questions</p> <p>Which is the best way to turn the bike?</p> <ul style="list-style-type: none"> • Smooth and slow • Look in the direction you want to turn. 	<p>Teacher observations of riding.</p> <p>Number of students advancing from the low-confidence group to independent turning.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), cones, and stop and give way signs.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Ensure that other students are clear of the bikes as they are being ridden around. • Provide ample space between riders. • Teachers should focus on the conflict point of the figure 8. Provide students with guidance as to appropriate gaps. 	<p>Sharing the road</p> <p>Bring students together to talk about basic road rules. What road rules affect them as bike riders?</p> <ul style="list-style-type: none"> • Signs: Stop, give way, no entry, traffic lights. • Riding on footpaths: Only allowed if you are 12 or under or riding with someone 12 or under. • Helmets are mandatory. <p>Giving way: You must give way if you face a stop or give way sign, or a line (solid or dotted) at an intersection. If there is nothing to tell you what to do (signs, lines etc.) then <u>you must give way to those on your right.</u></p> <p>Figure 8 riding</p> <ul style="list-style-type: none"> • This demonstrates what is required when you give way. • Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large, you may wish to set up two courses. • Riders will ride around the course in a single direction. • At the centre intersection, riders must give way to the right. Walk through this with students. • Switch riding directions at various stages. <p>Modifications</p> <p>Students struggling may wish to ride around the outside of the figure 8 instead.</p> <p>Progressions</p> <p>You may wish to include a 'stop' or 'give way' sign at one of the intersections, and occasionally switch the leg that will be required to give way.</p>	<p>This activity, as well as helping to practice turning, also introduces giving way on the bike. In the figure 8, there is a point where riders must give way. Mark this with a different coloured cone or, if available, a 'give way' or 'stop' sign.</p> <p>Riders will only have to give way to the right, unless presented with a sign telling them otherwise.</p> <p>Key questions</p> <p>What do we mean by giving way? Why do we give way?</p>	<p>Class responses to questions.</p> <p>Give way decisions and behaviours in figure 8 course.</p>



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Extra	<p>Equipment Helmets, bikes, and obstacles.</p>  <p>Safety Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p>Minefield game</p> <ul style="list-style-type: none"> Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls, or anything safe that is available. Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles, then returning to the start by riding around the outside of the course (as per the diagram). <p>Modifications</p> <ul style="list-style-type: none"> The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course. The size of the obstacle can change the difficulty. Non-slip rubber floor markers/spots would make the game less intimidating for novice riders. 	<p>The focus of the game should be to apply the move in a controlled manner. Students should focus on control, rather than speed.</p> <p>Key questions How did you steer the bike to make it as easy as possible to ride around the obstacles? Slow, smooth steering.</p>	
2 mins		<p>Closing</p> <p>What is important when you are making a turn on a bike?</p> <ul style="list-style-type: none"> Smooth movements. Keep your eyes where you are intending to ride. <p>How did you find having to find a gap in the bike traffic to make the Figure 8 turn? What were some tips that you could give others to help them?</p> <p>Thumbs up/down/sideways: Are you confident riding in the figure 8?</p>		Thumbs up/down/sideways.



