

Year Level: **Years 3 and 4**

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

Lesson 4: **Group riding**

Date:



Lesson approach

This is the fourth 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

- Understand and can use gears to a basic level.
- Beginning to ride confidently in a group.
- To begin demonstrating the on-road skills, such as head checks and signaling.

Success criteria

- Can change gears and understand how the gears affect riding
- Can ride in a single file group under supervision
- Can perform left, right and stop signals and perform a head check.

Equipment

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

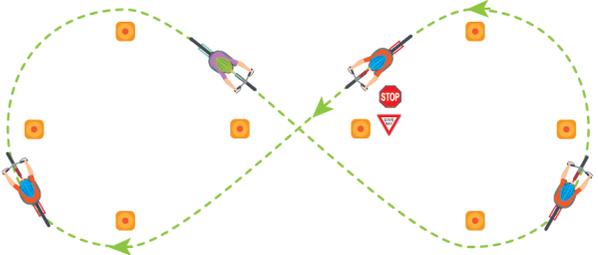


| Time | Preparation/resources | Learning activities | Teaching points | Assessment |
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| 5 mins | <p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), helmet fit guide, and ABCD check guide.</p> <p>Safety</p> <ul style="list-style-type: none"> • Dropping the bike should only be from a very small height (approx.10cm). • 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 reduce risk of catching in the chain. Shoes are sturdy, close toed and non-slip, for stopping and protection. • Students will put on their own helmets. <p>ABCD bicycle check</p> <p>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>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>We must check the bike before we ride. If the bike has a problem, it might be unsafe to ride on.</p> <p>Key questions</p> <p>Why do we wear a helmet?</p> <p>Why do we do a bike check before we ride?</p> <p>What are the best ways to make sure that cars and other riders can see you?</p> | <p>Helmet and bike cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p> |

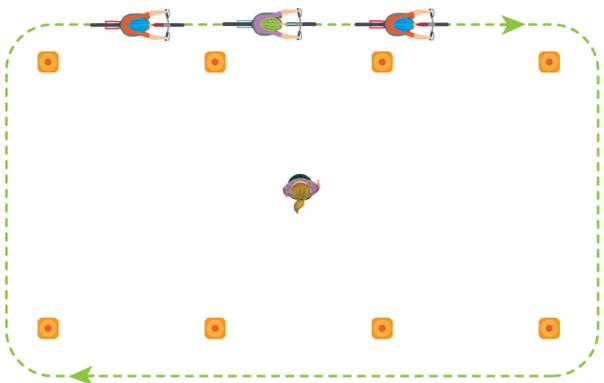


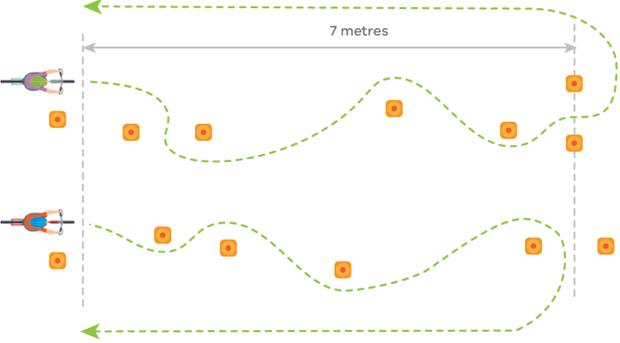
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| 13 mins | <p>Equipment Bikes and helmets.</p>   <p>Safety Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between riders.</p> | <p>Gears Explain how the gears of a bike work. Have students move the gears to the 'hardest' gear i.e., the biggest on the front gears next to the pedals, and the smallest gear on the rear gears on the hub of the back wheel.</p> <ul style="list-style-type: none"> • Students try to start riding with the gears in this setting. They will find it very difficult. • Repeat this, but instead have them start on the 'easiest' gear, i.e., the small gear on the front gearset and the largest cog on the rear gearset. Students will find this much easier. • Allow students some space to experiment with changing gears up and down. • Have students try to change the gear up and down to find the most comfortable gear. <ul style="list-style-type: none"> • The focus should not be on the number but rather the feel in the legs of how easy it is to pedal. • Set up straight line riding lanes (as per the diagram) for students to practice this. <p>Progression You may wish to include 'traffic light' or 'hit the spot' elements in the riding lanes.</p> | <p>Demonstrate with the teacher's bike upside down. This will allow students to see the gears moving whilst the bike is stationary.</p> <ul style="list-style-type: none"> • When starting, or riding up a hill, selecting an easier gear will make it easier for the rider to pedal. • When it is easy to push the pedals, such as when you are already moving or going downhill, moving to a harder gear will make the bike travel faster. • Gears are changed by moving the gear levers on the handlebars up or down. • You can only shift the gears when the pedals are being pushed <p>Students should be looking forwards, not at the levers. The gear number is not important, only the feel of whether it is easier or harder to ride the bike.</p> <p>Key questions Why do we have gears? How do I use the gears properly?</p> | |



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| 10 mins | <p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), cones, and stop/give way sign.</p>  <p>Safety</p> <p>Ensure that other students are clear of the bikes as they are being ridden around.</p> <p>Provide ample space between riders.</p> <p>Teachers should focus on the conflict point of the figure 8.</p> <p>Provide students with guidance as to appropriate gaps.</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.</p> <p>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'?</p> <p>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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| 15 mins | <p>Equipment Bicycles, helmets and cones.</p>  <p>Safety Students must maintain at least two bike lengths distance to other bike riders.</p> | <p>Group riding skills:</p> <ul style="list-style-type: none"> • Ask students about what is important when you are riding with other people? <ul style="list-style-type: none"> • Keeping space between yourself and the bikes around. • Keep at least 2 bike lengths between yourself and the bike in front. • Have two students bring their bikes to the front of the class. Line them up end to end so that students can see how far this is. <p>Follow the leader</p> <ul style="list-style-type: none"> • Set up a large square or oval circuit for students to ride around. • Students ride in a single file around the course. • Students must be careful to maintain the 2 bicycle lengths between them and the bike in front. <p>Signaling</p> <ul style="list-style-type: none"> • Stop the students and add a new skill: signaling • We signal on the bike to indicate that we are turning left or right soon, so that the people behind us know what we're doing. <ul style="list-style-type: none"> • We signal a left turn by holding on to the bike with one hand and holding out our left arm (as shown in the picture) • We signal a right turn by holding out our right arm. • Make sure that you signal in advance of the turn (about 20 metres) • Demonstrate this and have students follow. • Call out "left" or "right" and have students complete the correct signal. • Continue follow the leader, however whenever you turn you need to signal before you do it. <ul style="list-style-type: none"> • All riders signal, not just the first one. <p>Head checks</p> <ul style="list-style-type: none"> • Stop the students and add a new skill: head checks. • Before you turn or change lanes on the bike, you need to check to see what other road users are approaching you from behind. To do this, we need to do a head check. • We do a head check by turning our head to the side and giving a quick look over our shoulder to see what's there. • Students should practice this whilst stationary on their bike. • Continue with follow the leader, however, add an additional location where students must do a head check to see if the teacher is giving a thumbs up or thumbs down signal (see diagram). • The student should call "thumbs up!" or "thumbs down!" after they have seen it. | <p>Teacher or assistant should lead the ride as moderating the speed will be important.</p> <p>Riders will only have to give way to the right.</p> <p>Signaling</p> <ul style="list-style-type: none"> • Communication is very important to ensure that group members and other road users (cars etc) are not going to be surprised by our movements. • Use both voice and arm signals. <p>Head checks</p> <ul style="list-style-type: none"> • The head check should be smooth and brief, just long enough to see what's around. • The tendency is for riders to drift in the direction where they are performing the head check. Make sure that the riders keep riding straight. <p>Key questions</p> <p>Why do we need to keep space between the bikes?</p> <ul style="list-style-type: none"> • To help us prevent any collisions. • Safe attitude! <p>Why do we signal?</p> <ul style="list-style-type: none"> • So that other people can know what we are going to do, so they can avoid us. • To be safe! <p>Why do we do a head check?</p> <ul style="list-style-type: none"> • Because we want to make sure that nobody is coming when we turn or change lanes. • We can't see behind us, so we need to do a quick look so that we know what's coming. • To be safe!  | |

| Time | Preparation/resources | Learning activities | Teaching points | Assessment |
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| Extra | <p>Equipment: Helmets and bikes (at least one between two).</p>  <p>Safety</p> <ul style="list-style-type: none"> • Ensure that students do not go too quickly and maintain space to other bike riders. • Make sure that obstacles will not cause bike to fall if hit. | <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. <p>Modifications</p> <p>The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.</p> | <p>The focus of the game should be to apply the move in a controlled manner.</p> <p>Students should focus on control, rather than speed.</p> <p>Key questions</p> <p>How did you steer the bike to make it as easy to hit the mark as possible? Slow, smooth steering.</p> | |
| 2 mins | | <p>Closing</p> <p>All students do the signal for:</p> <ul style="list-style-type: none"> • Left • Right • Stop <p>Now do a head check.</p> <p>Thumbs up/down/sideways: Are you confident riding in a group, which includes doing signals?</p> | <p>Why do we do a head check/signal? Why do we keep space between us and other bikes?</p> | <p>Thumbs up/ down/sideways</p> |



