

Year Level: **Years 3 and 4**

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

Lesson 7: **Intersection and riding practice**

Date:



### Lesson approach

This is the seventh of ten lessons for the unit – 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 be able to negotiate an intersection and make choices independently.

To gain confidence riding with other bike riders and managing hazards.

#### Success criteria

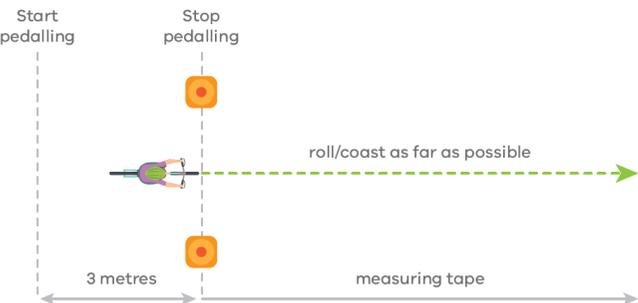
Can understand the mechanics of an intersection and safely pilot a bicycle through an intersection with minimal guidance from the teacher.

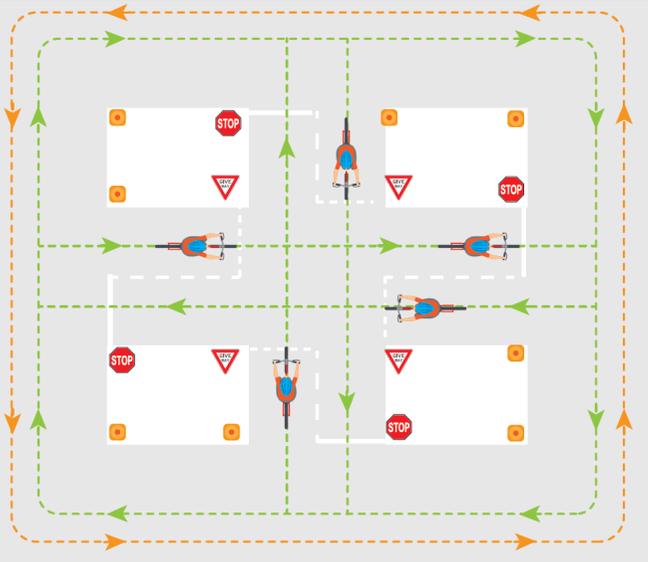
Can make independent riding decisions in the intersection course with minimal teacher guidance.

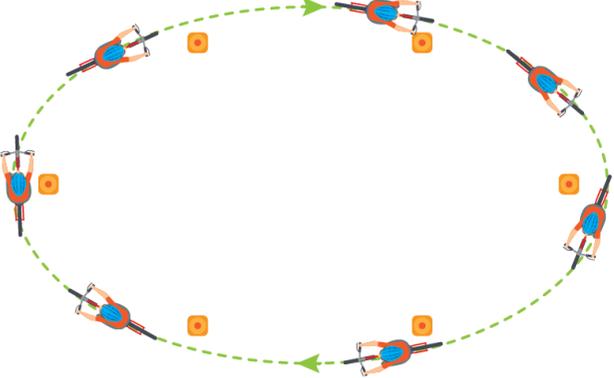
### Equipment

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

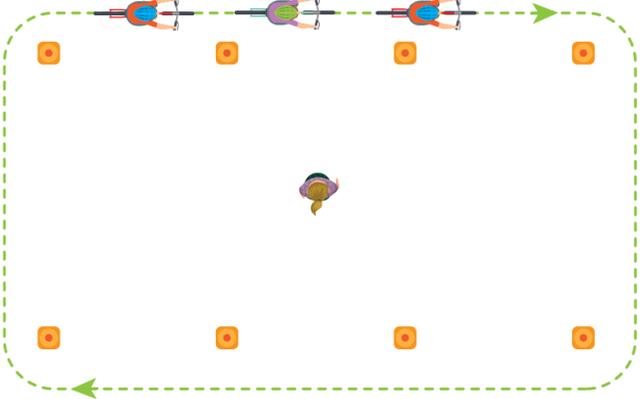


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student)</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Dropping the bike should only be from a very small height (approx. 10cm).</li> <li>• If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</li> <li>• Ensure bike seats are at the appropriate height for the student.</li> </ul>	<p><b>Helmet check</b></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"> <li>• Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.</li> <li>• 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</li> <li>• Students will put on their own helmets.</li> </ul> <p><b>ABCD bicycle check</b></p> <p>Each student completes a check of their bicycle, as led by the teacher, the ABCD check is as follows:</p> <p>A. Is there air in the tyres? Squeeze the tyre walls.</p> <p>B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.</p> <p>C. Does the chain move smoothly? Inspect the chain and move the pedals.</p> <p>D. is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).</p> <p><b>Attitude check</b></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>It is important 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><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Why do we wear a helmet?</li> <li>• Why do we do a bike check before we ride?</li> <li>• What are the best ways to make sure that cars and other riders can see you?</li> </ul>	<p>Helmet and bike cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b></p> <p>Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between riders.</p>	<p><b>Warm up game: Long roll</b></p> <ul style="list-style-type: none"> <li>• Set up lines/cones and tape measure as per the diagram.</li> <li>• Set up students together (in groups depending on space) on one line</li> <li>• Students will have 3 metres of 'run up' prior to the line to pedal as hard as they can, after which they cannot ride and must 'coast' instead.</li> <li>• Students must try to reach as far as possible without riding.</li> <li>• The student that reaches the furthest is the winner.</li> </ul> <p><b>Modifications</b></p> <p>The distance of the run up can be modified depending on the space available.</p>	<p>This activity is to encourage a strong start and balance at medium and slow speed.</p> <p>Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and starts by placing all their weight on the 'power pedal'.</p> <p>Encourage students to squeeze the brake lever slowly and smoothly or apply the footbrake.</p> <p><b>Key questions</b></p> <p>When was it easiest to balance?</p> <ul style="list-style-type: none"> <li>• At the start when we were going faster.</li> </ul> <p>What techniques did you use to maintain balance as you slowed down?</p> <ul style="list-style-type: none"> <li>• Small movements of handlebars, steady body.</li> </ul>	<p>Distances covered.</p>

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25 mins	<p><b>Equipment</b></p> <p>Cones/line marker and stop and give way signs.</p> <p>Lanes should be at least 3m wide and up to 30 metres in length (depending on space constraints).</p> 	<p><b>Intersection course</b></p> <p>Set up the practice intersection course.</p> <p>Sit students down and briefly revise the road rules: Walk through the intersection course without bikes, demonstrating how to behave at the T-intersections and the cross-intersections, as per the previous class.</p> <p><b>Intersection course</b></p> <ul style="list-style-type: none"> <li>- Set up course as per the diagram.</li> <li>- Riders will ride around the intersection (clockwise). They may enter the intersection at any of the four arms.</li> <li>- Students may choose to ride any path around or through the course.</li> </ul> <p><b>Modifications</b></p> <p>Less confident riders may ride around the outside only, as it is easier. They can choose to ride through the middle once they have gained confidence.</p> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>- Students not riding can be 'lollipop people' at various points around the outside of the course.</li> <li>- The internal intersection can be modified to other types.</li> <li>- Other hazards and skill stations may be placed on the external circuit, such as performing head checks/one handed riding etc.</li> </ul>	<p>This is revision from the previous class.</p> <p>The most important parts for this lesson are that students know that stop and give way signs require them to stop and wait until it is safe to proceed into the intersection.</p> <p>This is a good activity to repeat when time is available. It provides opportunities for riders to make decisions and perform variety of skills in different situations, as they would on roads and paths.</p> <p>Using the intersection:</p> <ul style="list-style-type: none"> <li>• Students will give way to the right at the intersection.</li> <li>• Signal prior to making a turn so that others know your intentions.</li> </ul> <p><b>Key questions</b></p> <p>Who has right of way at the middle intersection/ side intersections?</p> <ul style="list-style-type: none"> <li>• What will we need to do as we approach each intersection to ride safely?</li> </ul> <p>How do we negotiate the intersections safely?</p> <ul style="list-style-type: none"> <li>• Prepare in advance.</li> <li>• Obey the road rules.</li> <li>• Look left and right before moving through.</li> </ul> <p>If you are in doubt about what to do, what should you do?</p> <p>What tips do other riders have to help people negotiate intersections?</p>	<p>Teacher assessment of student decision making at the intersections.</p> <p>Responses to teacher questions.</p>
<p><b>Safety</b></p> <p>Students must maintain at least two bike lengths distance to other bike riders. Non-riders/helpers are to stay off the riding areas. Limit riding to a safe speed.</p>				

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8 mins	<p><b>Equipment</b></p> <p>Bicycles and helmets (one per student), cones or non-slip ground marking.</p>  <p><b>Safety</b></p> <p>Students must maintain at least two bike lengths distance to other bike riders. Must be completed at low speed.</p>	<p><b>Musical bikes</b></p> <ul style="list-style-type: none"> <li>The play area is set up with several cones ordered into a loop or circle. The number of cones set out must be one fewer than the number of riders.</li> <li>The game is played just like musical chairs however, when the music stops, the riders must place one foot on the edge of a cone (or on a ground marker) Riders not on a cone are eliminated and cones removed until there is only one rider left.</li> <li>Any bikes that make contact with each other will both be out.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>Instead of playing music, it can be when the teacher blows a whistle.</li> <li>If there is limited space the number of bike riders playing at any time can be limited.</li> <li>Those who are out could ride outside the loop in the opposite direction to be judges.</li> </ul>	<p>This will require a large area to fit all the riders in the game. The circle should be at least 20m in diameter at the start.</p> <p>Requires students to manage other riders around them and ride in a controlled way at low speed.</p> <p>Students will often want to pull on the brake as hard as possible. Encourage students to squeeze the brake lever slowly and smoothly or apply the footbrake.</p> <p><b>Key questions</b></p> <p>How do we do this safely?</p> <ul style="list-style-type: none"> <li>Low speed</li> <li>Safe attitude</li> </ul>	Teacher assessment of student decision making at the intersection.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b></p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p>	<p><b>Follow the leader game: Traffic lights.</b></p> <ul style="list-style-type: none"> <li>• Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file.</li> <li>• Teacher can either call 'red', 'yellow' or 'orange'. <ul style="list-style-type: none"> <li>• 'Red' means that all riders must stop riding. All students call out "stopping!"</li> <li>• 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"</li> <li>• 'Green' means that all riders must start riding at normal speed again. All students call out "going!"</li> </ul> </li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• You may begin the activity by having students walk the bike around, before progressing to riding.</li> <li>• If there are students who are very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• Other instructions can be called whilst the riders have stopped, for example 'Turn around', 'Tap your helmet' or 'Clap 5 times'.</li> <li>• Turning the riders around regularly will give them practice turning the other way.</li> </ul>	<p>It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too fast.</p> <p>Communication is important, so ensure that riders are calling out clearly.</p> <p><b>Key questions</b></p> <p>With a safe attitude, how close should you be to the rider in front?</p> <ul style="list-style-type: none"> <li>• At least two bike lengths, but even more if you don't feel safe.</li> </ul>	
2 mins		<p><b>Closing</b></p> <p>Question the students about their movement through intersections.</p> <ul style="list-style-type: none"> <li>• Provide examples and ask the students to say who has priority and what they should do at the intersection.</li> </ul> <p>Thumbs up/down/sideways: Do you feel confident riding in an intersection?</p>		Thumbs up/down/sideways.

