

Year Level: **Years 3 and 4**

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

Lesson 8: **Group skills and games**

Date:



**Lesson approach**

This is the eighth 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**

Can negotiate an intersection confidently and make choices independently.

Build confidence riding with other road/path users and manage the space around them.

**Success criteria**

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

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

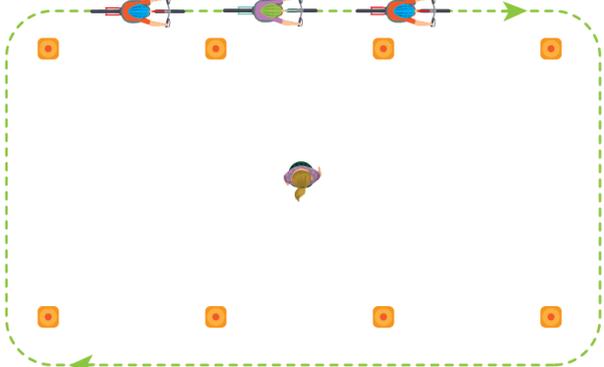
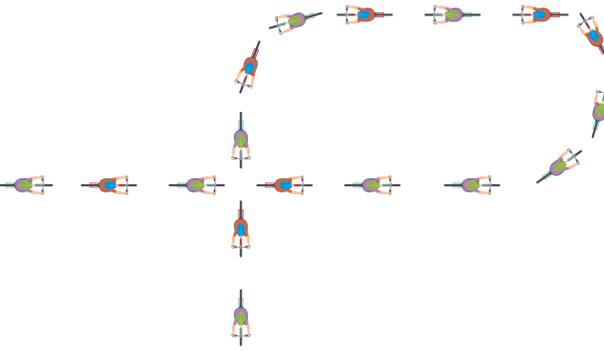
**Equipment**

Bikes, helmets, cones, stop/give way signs, balls.

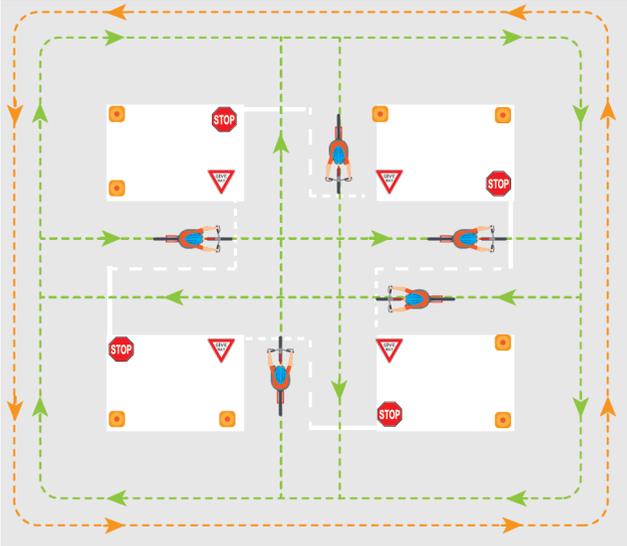


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student).</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Dropping the bike should only be from a very small 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> <ol style="list-style-type: none"> <li>Is there air in the tyres? Squeeze the tyre walls.</li> <li>Do the brakes work? Squeeze each brake whilst lightly pushing the bike.</li> <li>Does the chain move smoothly? Inspect the chain and move the pedals.</li> <li>Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).</li> </ol> <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> <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>

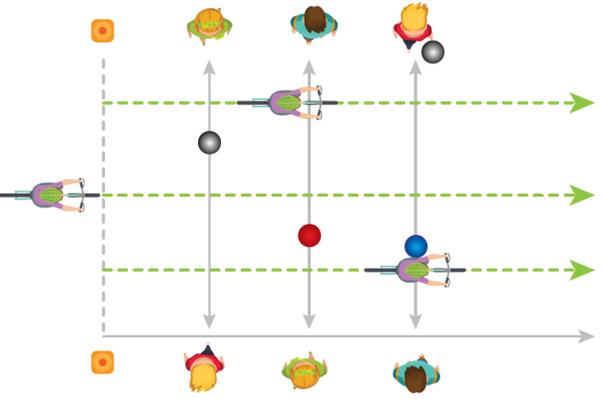


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b></p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p>	<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 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> <p>Other instructions can be called whilst the riders have stopped, for example 'turn around', 'tap your helmet' or 'clap five times'.</p> <ul style="list-style-type: none"> <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 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>	
5 mins	<p><b>Equipment</b></p> <p>Bikes and helmets.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Students must maintain at least two bike lengths distance to other bike riders.</li> <li>As rider movements will be in conflict with each other, this must be done at low speed.</li> </ul>	<p><b>Follow the leader game: Snake riding.</b></p> <ul style="list-style-type: none"> <li>All riders to ride around in a single file <u>without cones</u>. The open area should be at least the size of a basketball court.</li> <li>The leader can make the riders ride in any direction and the snake must follow.</li> <li>The leader may double back through the snake. <ul style="list-style-type: none"> <li>The riders will need to negotiate their way past, at low speed, to ensure that all riders can move forward.</li> </ul> </li> </ul> <p><b>Modifications</b></p> <p>The snake could be split into several groups with different leaders.</p> <p><b>Progressions</b></p> <p>Advanced riders can be selected as leaders of the group. This should be changed often.</p>	<p>Negotiating your movements with other bike riders and road users on paths is very important.</p> <p>Most important for students is to have a safe attitude, where each bike rider will act in the safest, most predictable way possible to avoid collisions.</p> <p><b>Key questions</b></p> <p>How do you avoid collisions in the snake?</p> <ul style="list-style-type: none"> <li>Safe attitude.</li> <li>Low speed.</li> <li>Pass through predictably (one in front, one behind).</li> </ul>	

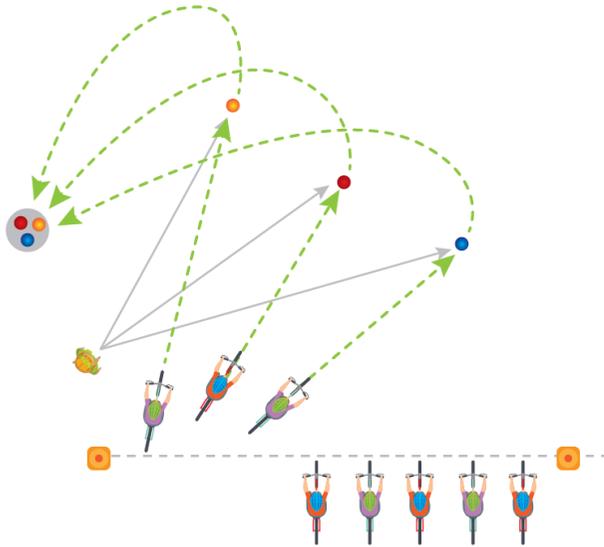


Time	Preparation and resources	Learning activities	Teaching points	Assessment
13 mins	<p><b>Equipment</b></p> <p>Cones/line marker and stop and give way signs.</p> <p>Lanes should be at least 3m wide and up to 30 metres in length (depending on space constraints).</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Students must maintain at least two bike lengths distance to other bike riders.</li> <li>• Non-riders/helpers are to stay off the riding areas.</li> <li>• Limit riding to a safe speed.</li> </ul>	<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. 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> <ul style="list-style-type: none"> <li>• What tips do other riders have to help people negotiate intersections?</li> </ul>	<p>Teacher assessment of student decision making at the intersections.</p> <p>Responses to teacher questions.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student), cones, and large soft (foam) balls.</p>  <p><b>Safety</b></p> <p>Riding must be slow, due to the risk of the rolling balls. Enforce this.</p>	<p><b>Ride the gauntlet</b></p> <p>Two teams. One team are the 'rollers' and the other team the 'riders'. The aim is to have the greatest number of 'riders' reach the end without being hit by a ball.</p> <ul style="list-style-type: none"> <li>• Half the students (riders) line up at 'A' with their bikes, whilst the others (rollers) line up on the sidelines with the balls.</li> <li>• The riders will cycle slowly from A to B, whilst the roller roll their ball across the field. The riders must try to reach the end whilst evading the balls being rolled into their path.</li> <li>• If a roller's bike is hit by a ball, then they are out.</li> <li>• A point is scored for every rider to reach the end line, approximately 20 metres away.</li> <li>• Swap the rollers and the riders regularly, keeping score of the number of riders that score.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• You could have game go for a predetermined time instead, counting the number of riders that make it to the end point, then returning to the start.</li> <li>• You may elect to subtract a point for every ball hit, rather than have rider go out.</li> </ul>	<p>Provide a speed limit and penalize riders exceeding it by subtracting a point from their team.</p> <p>The aim of the game is to use peripheral vision and cycle skills to evade the balls, which are skills easily translated to the road environment.</p> <p><b>Key questions</b></p> <p>What are the skills we need to use in this game?</p> <p>How does this relate to riding in the real world?</p>	



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p><b>Equipment</b> Bikes, helmets, cones, and foam balls.</p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Must be completed at low speed.</li> <li>• Students must maintain at least two bike lengths distance to other bike riders.</li> </ul>	<p><b>Fetch by numbers</b></p> <ul style="list-style-type: none"> <li>• Students line up by the side of the area with their bikes.</li> <li>• The teacher will have several balls.</li> <li>• The teacher will call a number: <ul style="list-style-type: none"> <li>• The teacher will throw/hit this number of balls to different parts of the area</li> <li>• The same number of riders will then ride out to fetch the balls.</li> </ul> </li> <li>• Each rider will fetch just one of the balls, and then return it to a collection bucket next to the teacher. First one to do this wins that round.</li> <li>• All riders in the group should fetch one ball each.</li> <li>• The riders then join the end of the group of waiting riders, ready to join in when it is their turn again.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• You may wish to throw one ball fewer than the number of riders.</li> <li>• You may wish to have the balls standing on top of a cone, to make retrieval easier.</li> </ul> <p><b>Progressions</b></p> <p>You may provide some handicaps for highly confident bike riders, such as requiring them to ride one handed, or pushing without pedaling only.</p>	<p>Students will need to accelerate, slow down, and stop to pick up the balls, as well as turning and managing the space around them.</p> <p>Riders should place a foot on the ground to steady themselves when they pick up the ball.</p> <p>Emphasise good braking technique with gradual application of the brakes to have a smooth, controlled stop.</p> <p><b>Key questions</b></p> <p>How do you carry the ball? How do you come to a stop safely?</p>	
2 mins		<p><b>Closing</b></p> <p>What games did you find to be the easiest? Which game did you find the most difficult? Why was that so? Thumbs up/down/sideways: Do you feel confident riding around others?</p> 		Thumbs up/down/sideways.

