

Year Level: **Years 5 and 6**
Unit 3: **Getting ready to ride on the road**
Lesson 5: **Riding stations (part 3)**

Date:



Lesson approach

This is the fifth of 10 lessons for Unit 3– Getting ready to ride on the road. This lesson is 45 minutes long. Please refer to 'Riding station activities for lessons 4 and 5'. This plan will help you set up the riding stations for lessons 4 and 5.

Curriculum links

Plan and practise strategies to promote health, safety, and wellbeing (VCHPEP108)
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)
Practise specialised movement skills and apply them in different movement situations in indoor, outdoor, and aquatic settings (VCHPEM115)
Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)

Learning intentions and success criteria

Learning intention

To work independently to improve bike riding skills and confidence.
To be able to assess one's strengths and weaknesses as a bike rider.

Success criteria

Can undertake the riding station activities and complete the self-assessment sheets with minimal teacher assistance.
Can understand areas of strength and weakness in one's own riding ability through measurement and self-assessment.

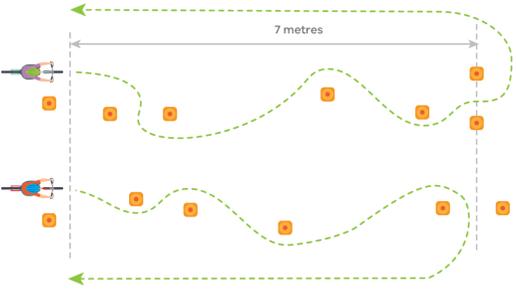
Equipment

Bicycles (at least one per two students), helmets, pens, self-assessment sheets, cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).



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"> • 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. Use the Bike fit guide. 	<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). Tighten the helmet (dial or rear strap) so that it sits snug on the head. • Clothing is brightly coloured for good visibility. Long pants are close fitting at the base, to reduce the risk of them 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>We must always wear a helmet when on a bike because it protects our very important brain.</p> <p>Just as important, is for the helmet to be fitted correctly, otherwise it won't work properly.</p> <p>If we aren't dressed properly then we can't be seen easily, so someone might run into us.</p> <p>We must check the bike before we ride. If the bike has a problem, then 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>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<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>Progression You can include the "Traffic Light" game as part of this activity (See Unit 1, Lesson 4). The teacher will call 'Red' (all riders stop), 'Yellow' (all riders ride slowly), and 'Green' (all riders resume normal speed).</p>	<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>	



Time	Preparation and resources	Learning activities	Teaching points	Assessment
27 mins (Walkthrough + 5x5 min riding station activities)	<p>Equipment</p> <p>Bicycles (at least one between two students), cones, measuring tapes, stop watches, small beanbags, ground marking (existing surface marks, tape, or removable markings).</p> <p>Safety</p> <ul style="list-style-type: none"> • Bike riders to keep a safe distance from each other. • Non-riders to keep out of the riding area unless measuring. • Helmets to be worn at all times. • Unused bikes to be stored away from the riding area. • Students to stay in their activity area and not roam between groups. • Riders to dismount and walk their bikes between stations. 	<p>Walkthrough of riding stations</p> <ul style="list-style-type: none"> • For this class the students will be running their own bike skills stations and assessment. • Students will work in pairs or small groups. • Students will spend five minutes at each station before moving on to the next station. There are five stations in total. • At each station one student will complete the station whilst their partner assists by measuring, timing or counting. • Discuss the requirements of riders and partners at each of the five stations. <p>Riding stations</p> <ol style="list-style-type: none"> 1. Paper drop – Record the number of beanbags dropped into bins/hoops without dropping any. This promotes bike control. 2. Chicane – Record the minimum diameter of a full 180-degree turn made. This promotes balance and bike control. 3. Track stand – Record the maximum time standing still on the bike without putting a foot on the ground. This promotes balance and bike control. 4. Braking – With a 5m ride to build speed, record the time taken after crossing the line until the stop line, 3m on. Must stop exactly on the line to count. This promotes braking and bike control. 5. Circles – Record the number of times the pair overtake each other (must pass on the right) within 20m. This promotes communication, bike and speed control. <p>Modifications</p> <ul style="list-style-type: none"> • For students that cannot ride, the teacher will be able to work more directly with them whilst the others do their self-assessments. • Novice students may wish to repeat easier stations more often with supervision. <p>Progressions</p> <p>Each station will be effective for bike riders of all levels, although some will be more challenging than others.</p>	<p>Working together</p> <ul style="list-style-type: none"> • Students will need to work together at each station. • Make sure that each student has equal time riding at the station <p>Activities</p> <ul style="list-style-type: none"> • Explanation of each activity is on the self-assessment sheets <p>Accurate measurement</p> <ul style="list-style-type: none"> • It's important that students make accurate measurements. • This will involve timing, measuring and counting. <p>Honesty</p> <ul style="list-style-type: none"> • Riders and their partners need to be honest in their assessments <p>Students working independently</p> <ul style="list-style-type: none"> • Ensure students are working safely and productively in their groups. <p>Work with novice riders to help them reach a level where they can practice and join in the riding stations.</p> <p>Key questions</p> <p>How do we use the stopwatch/measuring tape?</p> <p>What is important to make this activity work well for everybody?</p> <p>How do we work productively as a group?</p> <p>How do we make sure that everyone is getting a fair turn?</p>	<p>Student self-assessment sheets.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
3 mins	<p>Equipment N/A</p> <p>Safety N/A</p>	<p>Debrief</p> <p>What worked well and what were the challenges in doing the riding stations?</p> <p>Raise hands to indicate the easiest and most difficult stations.</p> <p>Questioning to understand some typical scores for each activity.</p> <p>Write at on self-assessment sheet</p> <ol style="list-style-type: none"> 1) What parts of bike riding do you do well? 2) What parts of bike riding do you need to work on? 	<p>Key questions</p> <p>What worked well/not well when you did the riding stations?</p> <p>What parts of bike riding do you need to work on? Why?</p> <p>What parts of bike riding do you do well?</p>	<p>Class responses to questions</p> <p>Student self-assessment sheet</p>



