

Year Level: **Years 5 and 6**  
Unit 3: **Getting ready to ride on the road**  
Lesson 2: **Riding stations (part 2)**  
**and pre-intersections**

Date:



**Lesson approach**

This is the second 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 1 and 2'. This plan will help you set up the riding stations for both lessons.

**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.  
To begin to understand basic road concepts like priority.

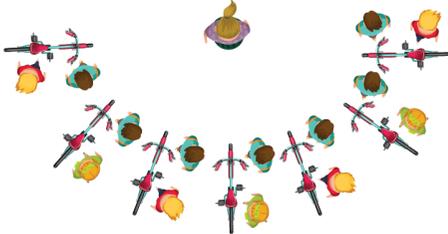
**Success criteria**

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.

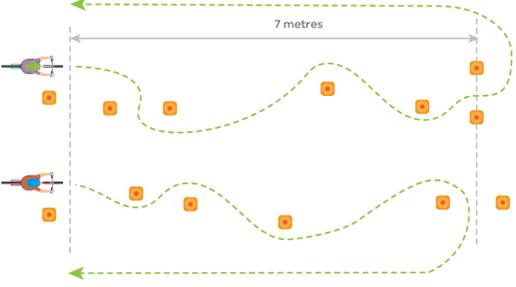
**Equipment**

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><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. Use the bike fit guide.</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). Tighten the helmet (dial or rear strap) so that it sits snug on the head.</li> <li>• 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.</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>We must always wear a helmet when on a bike because it protects our very important brain. Just as important, is for the helmet to be fitted correctly, otherwise it won't work properly. If we aren't dressed properly then we can't be seen easily, so someone might run into us. We must check the bike before we ride. If the bike has a problem, then 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. Students check their own clothing and note where they can improve.</p>

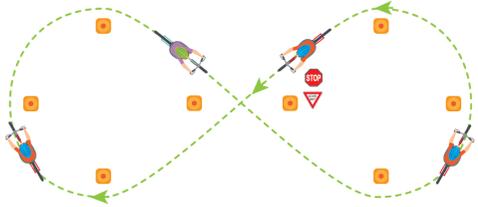


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5 mins	<p><b>Equipment</b> Helmets, bicycles, and obstacles.</p> <p><b>Minefield game activity</b></p>  <p><b>Safety</b> Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p><b>Minefield game</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.</li> <li>The size of the obstacle can change the difficulty</li> <li>Non-slip rubber floor markers/spots would make the game less intimidating for novice riders.</li> </ul> <p><b>Progression</b></p> <p>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><b>Key questions</b></p> <p>How did you steer the bike to make it as easy as possible to ride around the obstacles? Slow, smooth steering.</p>	



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27 mins (Walkthrough and 5x5 min riding station activities)	<p><b>Equipment</b></p> <p>Bicycles (at least one between two students), cones, measuring tapes, stop watches, tennis balls/small beanbags and ground marking (existing surface marks, tape or removable markings).</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Bike riders to keep a safe distance from each other.</li> <li>Non-riders to keep out of the riding area unless measuring.</li> <li>Helmets to be worn at all times.</li> <li>Unused bikes to be stored away from the riding area.</li> <li>Students to stay in their activity area and not roam between groups.</li> <li>Riders to dismount and walk their bikes between stations.</li> </ul>	<p><b>Walkthrough of riding stations</b></p> <ul style="list-style-type: none"> <li>For the beginning of this class the students will be running their own bike skills stations and assessment.</li> <li>Students will work in pairs or small groups.</li> <li>Students will spend five minutes at each station before moving on to the next station. There are seven stations in total, five will be completed in this class.</li> <li>At each station one student will complete the station whilst their partner assists by measuring, timing or counting.</li> <li>Discuss the requirements of riders and partners at each of the seven stations.</li> </ul> <p><b>Riding stations</b></p> <ol style="list-style-type: none"> <li>Slow ride – Record maximum time to complete 10m ride. This promotes balance.</li> <li>Single push – Record maximum distance completed with a single push. This promotes good starting and balance.</li> <li>Slalom – Record minimum distance between cones without touching. This helps bike control.</li> <li>Catch the ball – Count number of times you can catch a small ball or beanbag whilst riding (thrown by a partner in a 10m ride). This helps develop one handed riding and peripheral vision.</li> <li>Hit the spot – Record number of spots hit within the area without going out of bounds. This helps bike control.</li> <li>Straight line riding – Record maximum distance covered without leaving the line on the ground. This helps bike control.</li> <li>Stop and go – Rider will ride into a 2m x 2m box, come to a complete stop and ride off without touching the ground. This helps bike control and balance.</li> </ol>	<p>Working together</p> <ul style="list-style-type: none"> <li>Students will need to work together at each station.</li> <li>Make sure that each student has equal time riding at the station.</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>Explanation of each activity is on the self-assessment sheets.</li> </ul> <p>Accurate measurement</p> <ul style="list-style-type: none"> <li>It's important that students make accurate measurements.</li> <li>This will involve timing, measuring and counting.</li> </ul> <p>Honesty</p> <ul style="list-style-type: none"> <li>Riders and their partners need to be honest in their assessments.</li> </ul> <p>Students working independently</p> <ul style="list-style-type: none"> <li>Ensure students are working safely and productively in their groups.</li> </ul> <p>Work with novice riders to help them reach a level where they can practice and join in the riding stations.</p> <p><b>Key questions</b></p> <p>How do we use the stopwatch/measuring tape?  What is important to make this activity work well for everybody?  How do we work productively as a group?  How do we make sure that everyone is getting a fair turn?</p>	<p>Student self-assessment sheets.</p> <p>Responses to questions.</p>



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5 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student), cones, stop/give way sign</p> <p><b>Figure 8 riding activity</b></p>  <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Ensure that other students are clear of the bikes as they are being ridden around.</li> <li>• Provide ample space between riders.</li> <li>• Ensure that the speed of the riders is low.</li> <li>• Teachers should focus on the conflict point of the figure 8. Provide students with guidance as to appropriate gaps.</li> </ul>	<p><b>Sharing the road</b></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"> <li>• Signs: Stop, give way, no entry, traffic lights.</li> <li>• Riding on footpaths: Only allowed if you are 12 or under or riding with someone 12 or under.</li> <li>• Helmets are mandatory.</li> </ul> <p><b>Giving way:</b> You must give 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><b>Figure 8 riding</b></p> <ul style="list-style-type: none"> <li>• This demonstrates what is required when you give way.</li> <li>• Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large, then you may wish to set up two courses.</li> <li>• Riders will ride around the course in a single direction.</li> <li>• At the centre intersection, riders must give way to the right. Walk through this with students.</li> <li>• Switch riding directions at various stages.</li> </ul> <p><b>Modifications</b></p> <p>Students struggling may wish to ride around the outside of the figure 8 instead.</p> <p><b>Progressions</b></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 provides an introduction to 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>Good braking technique requires:</p> <ul style="list-style-type: none"> <li>• Keep bike straight.</li> <li>• Good posture. Pressure on feet, slightly standing off the seat, bracing for the stopping force.</li> <li>• Smooth pulling of the brake lever, not pulling as hard as possible.</li> <li>• Using the correct brake. The front brake will provide most stopping power but must be used with rear brake assistance to provide smooth, safe stop.</li> </ul> <p><b>Key questions</b></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>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
3 mins	<p><b>Equipment</b> N/A</p> <p><b>Safety</b> N/A</p>	<p><b>Debrief</b></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>Reinforce the idea of priority on roads. Who has priority? In the figure 8, it was the person on the right, but this can change if there are signs saying something else.</p> <p>Write reflection at on self-assessment sheet:</p> <ul style="list-style-type: none"> <li>• What parts of bike riding do you do well?</li> <li>• What parts of bike riding do you need to work on?</li> </ul>	<p>What worked well or not well when you did the riding stations?</p> <p>What parts of bike riding do you need to work on?</p> <p>What parts of bike riding do you do well?</p> <p>Why do we have priority on roads, rather than just letting people work it out themselves? What would traffic look like?</p>	<p>Class responses to questions.</p> <p>Self-assessment sheet.</p>

