

Year Level: **Years 7 and 8**

Unit 4: **Riding independently**

Lesson 1: **Setting out Bike Ed and riding stations (part 1)**

Date:



Lesson approach

This is the first of eight lessons for Unit 4– Riding independently. This lesson is 45 minutes long. Please refer to 'Riding station activities for Unit 4, Lessons 1 and 2'. This plan will help you set up the riding stations for both lessons.

Curriculum links

Evaluate strategies to manage personal, physical, and social changes that occur as they grow older (VCHPEP124)
Investigate and select strategies to promote health, safety, and wellbeing (VCHPEP126)
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)
Plan and use strategies and resources to enhance the health, safety, and wellbeing of their communities (VCHPEP130)
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)
Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)

Learning intentions and success criteria

Learning intention

To understand the road safety context for riding, including the road rules affecting bike riders.
To understand how to correctly fit helmets and conduct a bike check, as well as understand their importance.
To work independently to improve bike riding skills and confidence.

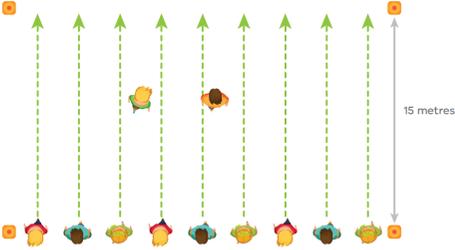
Success criteria

Can recognise road rules and road signs, know their meaning and the required bike rider response to them.
Can correctly fit their own helmet and complete an ABCD bike check.
Can undertake the riding station activities and complete the self-assessment sheets with minimal teacher assistance.

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). Permission forms for outside group rides (in later lessons).



| Time | Preparation and resources | Learning activities | Teaching points | Assessment |
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| 5 mins | <p>Equipment N/A</p>  <p>Safety Light tagging only. No tackling or striking.</p> | <p>Warm up activity: Octopus</p> <ul style="list-style-type: none"> A non-bike related warm up activity to have the students ready to start riding for the lesson. Choose two students to be taggers. The rest will be the runners who will line up on one side of an open area. The two chosen taggers may move freely across the field. Their aim is to have all the runners tagged by the end of the game. Once the whistle is blown the runners will attempt to reach the other side of the field without being tagged by the taggers. If a runner is tagged they become an 'octopus'. An octopus must stand on the spot they were tagged and cannot their feet. They can move their arms. If they tag a runner then that runner will also become an octopus. After each run across the field, the runners will wait until the teacher blows the whistle and then attempt to cross the field again. The game ends when the taggers and octopi have tagged every runner. <p>Modifications</p> <ul style="list-style-type: none"> May start with more taggers or fewer taggers. Can adjust the field size. <p>Progressions</p> <ul style="list-style-type: none"> May reduce the time between crosses. May add a time limit for crosses. | <p>The key to a good warm up game is to have it be active, inclusive, fun, and quick. Student familiarity can make this easier, so if you have a quick game that is familiar to students then this will often be the best warm up game.</p> <p>This game is a suggestion.</p> <p>Key questions</p> <p>Why do we do warm up games? How can a warm up improve your performance and wellbeing? What common warm ups do we do in our day-to-day lives?</p> | |

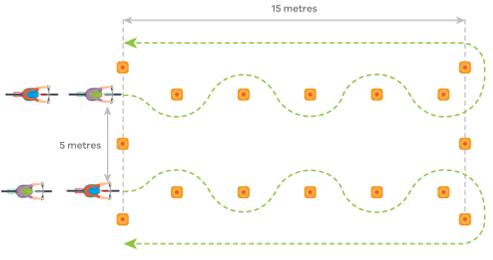


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| 5 mins | <p>Equipment</p> <p>None</p> <p>Safety</p> <p>N/A</p> | <p>Why do we ride bikes?</p> <ul style="list-style-type: none"> Brainstorm of reasons to ride a bike: <ul style="list-style-type: none"> Fun Good for the environment Healthy Easy to travel around Social activity As a competitive sport <p>Bike Ed unit summary</p> <ul style="list-style-type: none"> Brainstorming previous Bike Ed sessions or general cycling knowledge. Outline that there will be lessons on bike skills and skills needed to ride on the road. At the end of the unit, we'll do a short ride and a longer ride outside the school. A thumbs up/down/sideways about whether they can ride a bicycle. <p>Road Rules</p> <ul style="list-style-type: none"> Stop signs mean stop. Give way signs mean to slow down and give way to anyone already in the intersection. Traffic lights: red, yellow, and green. Ride on the left side of the road or path. Minimum passing distance for cars passing bikes: <ul style="list-style-type: none"> At least 1m up to 60km/h, and 1.5m over 60km/h. Why is this needed? <p>Special road rules for bikes</p> <ul style="list-style-type: none"> You must wear an approved helmet (Standard AZ/NZS2063). On paths, all bike riders must give way to pedestrians. Your bike must have at least one working brake. If you are riding at night, your bike needs lights White in front, red at back. | <p>The program will build bike skills first, with work on road rules and road skills/ awareness being interspersed.</p> <p>The focus of the program is to have students able to complete the ride outside of school at the end.</p> <p>Students should have already completed some form of Bike Ed in the past, however the first 4 lessons will provide time to work with novice riders.</p> <p><u>Basic road rules</u></p> <ul style="list-style-type: none"> When to stop (stop/give way/traffic lights) Where to go (on the left) Who has priority (pedestrians)? What to have (helmet, brakes, lights at night)? <p>Key questions</p> <p>Why do we have road rules?</p> <ul style="list-style-type: none"> It helps everyone know what to do so that people don't run into each other. Helps us stay safe. <p>What rules do you think are most important? Why?</p> <p>Knowledge questions:</p> <p>Provide as many different situations as possible where you must stop your bike?</p> <ul style="list-style-type: none"> Stop, give way signs. Red light. Obstructions, pedestrians. Intersections where someone else has right of way. <p>What are the things you need to do before you start riding?</p> <ul style="list-style-type: none"> Proper clothing, bike helmet, shoes, bright clothes, front and rear lights. Check that your bike is safe. Check that you are safe to ride a bike, with a good attitude. | <p>Thumbs up/down/sideways to assert current confidence in riding skill.</p> <p>Responses to road rules questions.</p> |



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| 10 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> <p>Dropping the bike should only be from a very small height (approx. 10cm).</p> <p>If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</p> <p>Ensure bike seats are at the appropriate height for the student. Use the Bike fit guide.</p> | <p>Helmet check</p> <p>Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes. Use the helmet fit guide.</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. Use the ABCD check guide. 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>It is important 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.</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> |



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| 10 mins | <p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), cones.</p> <p>Straight line riding activity</p>  <p>Slalom riding activity</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 groups.</p> | <p>Straight line riding</p> <ul style="list-style-type: none"> Set up several riding lanes, as shown in the diagram, delineated by cones or ground lines, at least 15 metres long. Separate the students into groups of 4-6, with each group allocated to a lane. There should be a safe amount of space between each group (approximately 5 metres) One rider from each group rides to the end to the other before braking safely. Once the rider has stopped, the next rider in the group starts. This continues for the allotted time. Once at the end of the lane, riders will return to the start around the outside of the riding lanes. Use this opportunity to determine which students are having difficulty so that you may work with them more closely. <p>Slalom riding</p> <ul style="list-style-type: none"> Add some cones to some of the lanes, where riders may ride in and out of the cones along the lane. Add a different number of cones in each lane and allow students to self-select the lane they wish to ride in. This should give an indication of rider confidence. <p>Modifications</p> <p>Weaker riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.</p> <p>Progressions</p> <p>More confident students can have cones placed to allow these riders to weave around the cones, or cones placed that are 'barriers' that riders must keep within.</p> | <p>There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.</p> <p>Turning</p> <ul style="list-style-type: none"> Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn. The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required. Emphasise that the movements must be small and gentle, rather than sharp and sudden. <p>Key questions</p> <p>What tips do you have for others to make riding easier?</p> <p>Which is the best way to turn the bike?</p> <ul style="list-style-type: none"> Smooth and slow. Look in the direction you want to turn. | <p>Teacher observations of riding.</p> <p>Number of students advancing from the low-confidence group to independent straight line riding.</p> |



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| 13 mins (Walkthrough and 2x5 min riding station activities) | <p>Equipment</p> <p>Bike (at least one between two students), cones, measuring tapes, stop watches, tennis balls/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> <p>For the rest of this class and the start of next class the students will be running their own bike skills stations and assessment.</p> <ul style="list-style-type: none"> • 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 seven stations in total, of which two will be completed this class. • 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 seven stations. <p>Riding stations</p> <ol style="list-style-type: none"> Slow ride – Record maximum time to complete 10m ride. This promotes balance. Single push – Record maximum distance completed with a single push. This promotes good starting and balance. Slalom – Record minimum distance between cones without touching. This helps bike control. 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. Hit the spot – Record number of spots hit within the area without going out of bounds. This helps bike control. Straight line riding – Record maximum distance covered without leaving the line on the ground. This helps bike control. 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. <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> <p>Responses to questions.</p> |



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| 2 mins | <p>Equipment None</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>Questioning to recap learning intentions.</p> <p>Thumbs up/down/sideways: Are you excited about doing Bike Ed?</p> <p><i>Hand out permission note for the out of school rides in lessons 7 and 8.</i></p> | <p>Key questions</p> <p>What are some of the road rules we need to know for bike riding?</p> <p>How do we fit our helmets? Why do we do it?</p> <p>How do we do an ABCD check? Why do an ABCD check?</p> <p>What worked well/not well when you did the riding stations? What did you do well at and what do you need to work on?</p> | <p>Thumbs up/down/sideways.</p> <p>Responses to questions.</p> |



