Year Level: **Years 7 and 8**

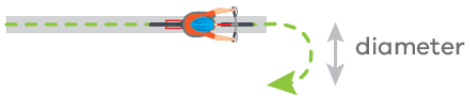
Unit 4: **Riding independently**

Riding station activities (for lesson 5)

Date:

Content description	Riding station activities, use this plan to help you set up the riding stations Unit 4, Lesson 5.	
Learning intentions and success criteria	**Learning intention** To work independently to improve bike riding skills and confidence.	**Success criteria** Can undertake the riding station activities and complete the self-assessment sheets with minimal teacher assistance. Can control the bike confidently whilst moving, brake safely and make good riding decisions.
Equipment	Bicycles (at least one per two students), helmets, cones, ball, measuring tape, stopwatch, ground markings, removable tape, hoop/bucket, and witches hats/stands.	

Note: These activities are designed to be self-assessed with measurements however the measurements are optional.

Station	Preparation and resources	Learning activities	Teaching points	Assessment
1	**Paper drop** **Equipment** Cones, bean bags and tennis balls, and hoop or bucket.  **Safety** • Partner stays a safe distance away. • Stop riding once a ball or bean bag hits the ground.	**Instructions** The aim of this activity is to carry the greatest number of bean bags or tennis balls from the start line to the bucket or hoop without dropping or missing any. • Set up the start line 10 metres away from a bucket or hoop. At the start line there should be several different balls and bean bags. • The rider must carry as many of the balls/bean bags as possible in a single try and place/drop them in the hoop/bucket before returning to the start line. If any of the balls are dropped or miss the target bucket, then the dropped balls will not count as a score. • The partner will count the balls in the bucket and enter the result into the self assessment sheet. **Modifications** Multiple runs may be taken in a time period, instead of a single run. **Progressions** Confident riders may only balance bean bags on their helmet.	Make sure that you ride smoothly. You don't need to drop all the balls in one pass of the bucket. You may drop a few at a time before you finally return to the start line. Taking turns with your partner. **Key questions** Where will you carry all the balls and bean bags? How will you drop it when you get to the bucket?	Student self-assessment sheet.
2	**Chicane** **Equipment** Measuring tape and cones.  **Safety** Partner stays a safe distance away	**Instructions** The aim of this activity is to do the smallest diameter turn. • Set up a straight starting line with cones to the side at 0.5 metre intervals up to 3 metres. • The rider must ride directly along the starting line and then turn to go around the cone 3 metres away to make a turn of 3m diameter. • If they are successful, they will attempt next closest (2.5 metres), and so on until they cannot complete the turn. • The partner will measure the tightest turn made and enter the result into the self-assessment sheet. **Modifications** N/A **Progressions** Students can measure the tightest turn possible.	The key to doing it is to travel as slowly as possible without falling. Taking turns with your partner. **Key questions** What is the diameter of a turn? How do we make a tight turn?	Student self-assessment sheet.

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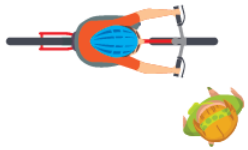
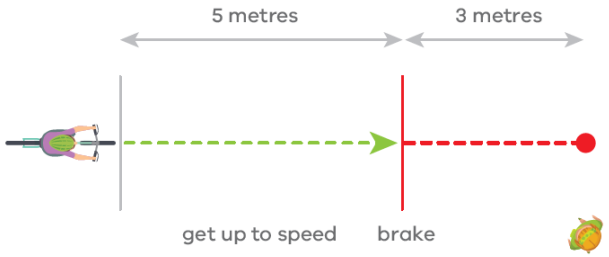
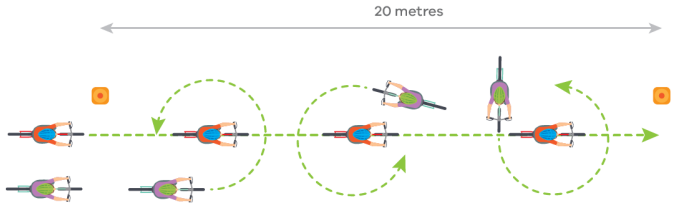
3	**<u>Track stand</u>** **Equipment** Stopwatch  **Safety** • Keep the area free of obstructions • Ensure that the partner is close by as a spotter to prevent any major falls.	**Instructions** The aim of this activity is to stay stationary on the bike for the longest amount of time without moving. • Set up the bike in a clear area away from obstructions. • The rider must stay on the bike without placing a foot on the ground. • The partner will use the stopwatch to time how long the rider was able to remain stationary and enter the result into the self-assessment sheet. • The partner will also act as a spotter, helping to protect the rider from falling. **Modifications** This this is too difficult; students may attempt this activity by sitting on the bike and bouncing from right foot to left foot on their tiptoes. The number of bounces between feet in a 20 second period will be recorded instead. **Progressions** N/A	The key to doing this is balance and making small movements with your feet on the pedals and hands on the handlebars. The partner plays a very big role in this as a timer and safety helper. Taking turns with your partner. **Key questions** What tricks do you think will help you succeed? Where should the partner be to be the best safety spotter possible?	Student self-assessment sheet.

Station	Preparation and resources	Learning activities	Teaching points	Assessment
4	**Braking** **Equipment** Stopwatch, non-slip ground marking, and cones.  **Safety** • Keep the area free from obstacles. • Partner stays a safe distance away. • Non-slip markings for the dot.	**Instructions** The aim of this activity is to take the least amount of time to stop, whilst ensuring that you stop with the front tyre exactly on the dot. • Set up will be two lines 5 metres apart, then a dot (tape on the ground) 3 metres past the second line. • The rider must start at the first line and gain speed for the first 5 metres, After the rider crosses the next line, the rider must stop pedaling. A dot is placed 3 metres beyond this line and the rider must come to a complete stop with the front tyre on this dot. If the bike stops directly on the dot, the time that the whole journey (from start line to dot) is recorded. If the rider does not stop on the dot, then no time is recorded. • The partner will record the time taken from the start until the stop, then judge if the bike stopped on the dot and enter the result into the self-assessment sheet. **Modifications** If stopping directly on the dot is difficult, either increase the dot size or make a horizontal line to stop on. **Progressions** Confident riders can stop with the rear tyre on the dot, instead of the front tyre.	This activity is designed to test starting and braking skill. A faster time can be achieved by braking later but this will require more skill to achieve accuracy. Good braking technique requires: • Keep bike straight. • Good posture. Pressure on feet, slightly standing off the seat, bracing for the stopping force. • Smooth pulling of the brake lever, not pulling as hard as possible. • 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. Braking too hard or having poor posture will result in losing balance and the rider flipping over the handlebars. Taking turns with your partner. **Key questions** Is it easier to brake on the dot if you start braking earlier or later? Which brakes will you use to make the quickest, most accurate brake? Will you use the same pressure in each brake? When might you have to stop suddenly in real life?	Student self-assessment sheet.



Station	Preparation and resources	Learning activities	Teaching points	Assessment
5	**<u>Circles</u>** **Equipment** Cones  **Safety** • Keep the area free of obstructions • Only one group on the course at a time.	**Instructions** The aim of this activity is for the rider and their partner to overtake each other (by circling each other) the greatest number of times in 20 metres. • Set up with two cones 20 metres apart. Both students start side by side at one end and both will finish at the other cone, 20 metres away. • The riders must start next to each other. One 'circle' is when on ride completes a full revolution around the other, whilst both are moving forwards towards the finish line. • The partner will do the same thing and both riders will enter the result into the self-assessment sheet. **Modifications** Riders having difficulty may be able to put down their foot to stop to make the manoeuver less difficult. **Progressions** Can be ridden one handed by confident riders.	This activity will require the two riders to ride together, slowly, and alter speed to allow their partner to move in front, to the side and behind the rider to complete a full revolution. Communication with your partner is important. **Key questions** What are the key skills required to do this well? Why is good communication while riding so important? How do we communicate on the bike? • Bell, voice, signals, lights etc.	Student self-assessment sheet.