

Year Level: **Years 3 and 4**

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

Lesson 10: **Group ride**

Date:



Lesson approach

This is the last of ten lessons for Unit 2 – Getting ready to ride on paths. This 45 minute lesson includes a group ride outside of the school grounds which should take approximately 25 minutes.

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 apply bike skills in an off-road environment.

Gains an initial understanding of an on-road riding.

Can follow instructions and work as part of a group.

Success criteria

Follows instructions during the outside ride.

Demonstrates bike and safety skills during the outside ride.

Safely completes the outside ride.

Equipment



Bicycles (one per student), helmets, cones, completed permission slips, whistle, high visibility vests.

Ride requirements

This lesson includes a short group ride outside of the school grounds:

You will need to have at least two teachers or volunteers (for example, a parent) for the first 20 students and one teacher (or volunteer) per 10 students thereafter. At least one teacher or volunteer must be an accredited Bike Ed instructor for the ride. <https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

Permission forms to allow students to participate in outside bike rides must be returned prior to the ride and a risk assessment must be undertaken and approved.

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. 	<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) and tighten the dial. • Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to reduce the risk of 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>Attitude check</p> <p>Try your best, have fun, and 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>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>
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p>Safety</p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p> 	<p>Tortoise game: Slow ride.</p> <ul style="list-style-type: none"> • Line students up along a line, as per diagram, with the finish line 15 metres away. • Upon the teacher's whistle, riders will attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground. • Riders must stop frozen if they put a foot down, and then complete the ride once the final rider crosses the line. <p>Modifications</p> <p>Students that put a foot on the ground keep doing the race, but just cannot win.</p>	<p>Tips for this race include maintaining good posture, doing half pedals, and not coming to a complete stop.</p> <p>Key questions</p> <p>Is it easier to ride slowly or at normal speed?</p> <p>What tips do you have other people to help them do the tortoise race?</p>	<p>Speed of riders and number of disqualifications.</p>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment N/A</p> <p>Safety N/A</p>	<p>Pre-ride briefing</p> <p>Overview of the route we will be riding. What obstacles/ intersections/hazards we are expecting to encounter and the distance we are covering.</p> <p>Explanation of the rules for the class ride:</p> <ul style="list-style-type: none"> Ride in single file. If one rider stops, then all riders stop. This must be communicated by voice to the leader ('stop!'). No overtaking. Groups ride at the speed of the slowest rider. Two bike lengths between bike riders. <p>Call for questions.</p> <p>Thumbs up/down/sideways for understanding.</p>	<p>The length of the ride will only be short (approximately 20 minutes), but it will give inexperienced riders the confidence to start riding outside of class.</p> <p>Pick an easy ride with few hills if possible. A good, sealed path near the school that can be accessed by footpaths makes a good route.</p> <p>If required, have students get off their bikes and walk them across the road if you do not feel comfortable with the situation.</p> <p>Key questions</p> <p>What do I expect to see when I'm doing the ride?</p>	<p>Student questions.</p> <p>Thumbs up/down/sideways.</p>
25 mins	<p>Equipment Bikes, helmets, high visibility vests, and mobile phone.</p> <p>Safety</p> <ul style="list-style-type: none"> There must be at least one accredited Bike Ed accredited instructor present on any school bike ride outside of school grounds. Recommended that there be a teacher at the front, back and middle of the group. Students must follow the rules set out in the pre ride briefing. 	<p>Group ride</p> <p>Lead the ride safely from the school, following the chosen route. Ensure that teachers and students have been briefed on the route and what to expect.</p> <p>Remember to keep the pace as slow as the slowest rider to ensure that everyone is prepared for the longer class ride.</p> <p>Follow the route, demonstrating a safe line to ride that provides clearance from parked cars (to prevent 'dooring').</p> <p>Model loud commands (left/right/stop) and good hand signals, reinforcing these with the students.</p> <p>If a student stops, ensure that you stop everyone so that you ride in a group.</p>	<p>Students may require a permission note to go off school grounds. This should be prepared prior to class and include both the short ride and the longer class ride.</p> <p>This ride should be at a slow pace to allow students to acclimatize to the road environment. Make the ride as simple as possible to build the confidence of less experienced riders.</p> <p>Key questions</p> <p>What things am I doing to stay safe on the road?</p>	<p>Observations from each of the teachers on the ride.</p>
5 mins	<p>Equipment N/A</p> <p>Safety N/A</p>	<p>Debrief</p> <p>Bring students together to debrief on the ride.</p> <ul style="list-style-type: none"> Plus: What was good? Minus: What wasn't good? Interesting: What was interesting? What did they notice about the other road users they saw? <p>Provide your perspective on what they did well and what they should improve on.</p> <p>Encourage students to continue with their riding outside of class time.</p> <p>Thumbs up/down/sideways on how much they enjoyed doing Bike Ed.</p>	<p>Key questions</p> <p>What was different/the same as what you expected?</p>	<p>Questions and responses from students.</p> <p>Thumbs up/down/sideways on riding confidence.</p>



