

Year Level: **Years 7 and 8**

Unit 4: **Riding independently**

Riding station activities (for Lessons 1 and 2)

Date:



Content descriptions

Riding station activities, use this plan to help you set up the riding stations for Lessons 1 and 2.

Learning intentions and success criteria

Learning intention

To work independently to improve bike riding skills and confidence.

Success criteria

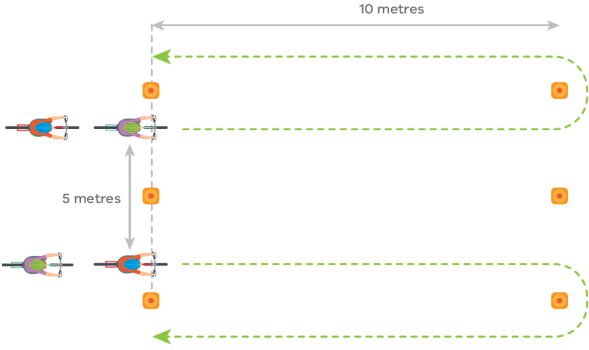

Can undertake the riding station activities and complete the self-assessment sheets with minimal teacher assistance.
Can control the bike confidently whilst moving, brake safely, and make good riding decisions.

Equipment

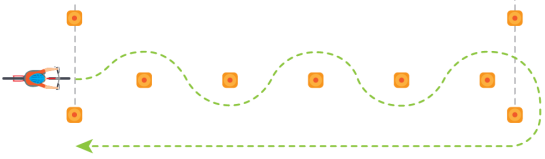
Bicycles, helmets, cones, ball, measuring tape, stopwatch, ground markings, removeable tape.

Note: these activities are designed to be self-assessed with measurements, however the measurements are optional (see self-assessment sheet).

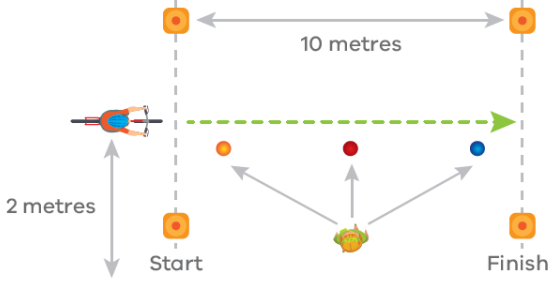


Station	Preparation and resources	Learning activities	Teaching points	Assessment
1	<p>Slow ride</p> <p>Equipment Start and finish cones, stopwatch.</p>  <p>Safety</p> <ul style="list-style-type: none"> Only one rider on course at a time. Timers to stand at least 2 metres away from the finish cone. 	<p>Instructions</p> <p>The aim of this activity is to ride 10 metres in the <i>longest</i> time possible. This requires the rider to ride as slowly as possible.</p> <ul style="list-style-type: none"> Set up cones 10 metres apart. The rider starts at one of the cones and partner stands at the finish cone with a stopwatch. The rider must ride in a straight line between the cones. The partner will time the ride with a stopwatch and enter the result into the self-assessment sheet. <p>Modifications N/A</p> <p>Progressions Can be ridden one handed by confident riders.</p>	<p>Balancing: Keep pressure on the pedal with your feet and use movements with the handlebars to keep the bike straight.</p> <p>Taking turns with your partner.</p> <p>Key questions</p> <p>Is it easier to ride quickly or slowly? What did you find was the best advice to help with balancing at slow speed? How does riding in a slow, controlled way help improve your health and fitness?</p>	<p>Student self-assessment sheet.</p>
2	<p>Single push</p> <p>Equipment Long measuring tape (approx. 20m) and start cone.</p>  <p>Safety Partner is to stay clear of the rider.</p>	<p>Instructions</p> <p>The aim of this activity is to travel the furthest distance with only a single push of the pedal.</p> <ul style="list-style-type: none"> Set up one cone with a long measuring tape running alongside. Stand stationary at the start line with a foot on the pedal. Push down on the pedal and then stop pedalling. Once you place a foot on the ground you must stop. The partner will then use the tape measure to measure the distance travelled from where the front wheel touches the ground. <p>Modifications If it is too difficult to keep balance from a single push, two or three pushes may be required to stay upright for some novices.</p> <p>Progressions Can be ridden one handed by confident riders.</p>	<p>A strong first pedal, like a normal starting pedal.</p> <p>Balancing: Keep pressure on the pedals with your feet and use minor movements with the handlebars to keep the bike straight.</p> <p>Imagine you are walking on the line. You put your arms out to keep balance and make small adjustments when you start to move too much left or right.</p> <p>Measurement is from where the front wheel touches the ground.</p> <p>Taking turns with your partner.</p> <p>Key questions</p> <p>What are the benefits of a strong first pedal? How do we measure accurately? When riding a bike what kind of terrain would you use strong first pedal and a continual 'coast'?</p>	<p>Student self-assessment sheet.</p>

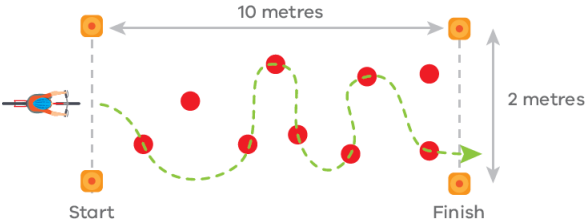


Station	Preparation and resources	Learning activities	Teaching points	Assessment
3	<p>Slalom</p> <p>Equipment</p> <p>Several cones (approx. 20) and start and finish cones.</p>  <p>Safety</p> <p>Other riders are to stay clear of the course when not riding.</p>	<p>Instructions</p> <p>The aim of this activity is to turn between as many cones as possible in a set distance.</p> <ul style="list-style-type: none"> Place a start and finish cone 15 metres apart (depending on space) and 7 cones place at even distances in a straight line between the start and finish line. Students will ride from end to end turning between the cones. They will be successful if they complete the course without touching a cone or touching the ground with their foot. If they complete the run successfully then the partner will add another cone, making sure to have all cones evenly spaced. If they are unsuccessful, they will remove a cone. Write down the highest number of cones successfully completed. <p>Modifications</p> <p>Can begin with fewer cones or reduce the distance between the start and finish line.</p> <p>Progressions</p> <ul style="list-style-type: none"> Can begin with more cones or keep the same number of cones but reduce the distance between the start and finish lines. Can be ridden one handed by confident riders 	<p>Keep pedaling to maintain balance.</p> <p>Turning skills: Lean slightly into the turn and rotate the handlebars. Smooth movements, rather than fast jerky movements.</p> <p>Look in the direction you want the bike to go. Don't look at the cone, look where you want the bike to go.</p> <p>Braking when turning is dangerous, especially when slippery. Apply the brakes when riding straight, then turn once you have slowed down.</p> <p>Key questions</p> <p>As the turns increased, did you need to slow down or speed up?</p> <p>Can you provide one piece of advice for someone that was struggling with this skill?</p>	<p>Student self-assessment sheet.</p>

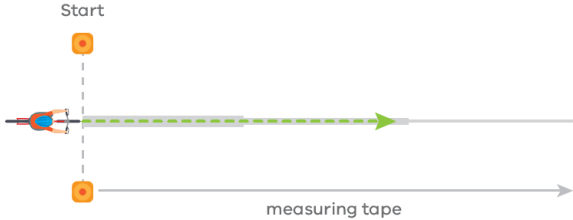
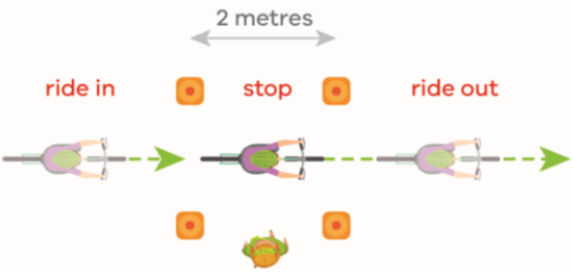


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4	<p>Catch the ball</p> <p>Equipment Soft ball or bean bag and start and finish cones.</p>  <p>Safety</p> <ul style="list-style-type: none"> The partner is to stay a safe distance away from the rider. Ball should be soft or use a small bean bag. Only soft throws. 	<p>Instructions</p> <p>The aim of this activity is to catch a ball, tossed by a partner, the greatest number of times in a 10-metre distance.</p> <ul style="list-style-type: none"> Set up two cones 10 metres apart to mark the start and finish line. The rider will ride slowly from the start to finish. The partner will stay two metres away (to the side) and softly toss a ball or bean bag to the rider. The rider will catch the ball with one hand whilst holding the handlebars with the other, and then softly toss it back. Record the maximum number of catches made in the 10-metre ride. <p>Modifications</p> <ul style="list-style-type: none"> Have some practice runs without the ball but riding with one hand. If catching is difficult, have the partner give a high 5 to the rider and then run to the finish line and back before giving another high 5. Record the number of high 5s. <p>Progressions</p> <p>The distance of the throw can be extended.</p>	<p>Balancing: Keep pedaling to maintain balance.</p> <p>Riding with one hand: Keep a strong hold of the handlebars and hold the handlebars straight.</p> <p>Check that there's nobody on the course and then you can turn your head to watch the ball.</p> <p>Key questions</p> <p>What is the most difficult element of this?</p> <p>Why do we usually keep two hands on the handlebars?</p> <p>What situations will we need to look around when we are riding?</p>	<p>Student self-assessment sheet.</p>



Station	Preparation and resources	Learning activities	Teaching points	Assessment
5	<p>Hit the spot</p> <p>Equipment</p> <p>Removeable ground markings or chalk and start and finish cones.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Use a non-slip ground marking. • The partner is to stay a safe distance away from the rider. 	<p>Instructions</p> <p>The aim of this game is to have the rider control the bike such that front wheel can make contact with as many of the ground markings as they can within the area.</p> <ul style="list-style-type: none"> • Set up the area (with cones or other markings) such that it is approximately 10 metres long and only 2 metres wide. It should be narrow enough that riders will not be able to do U-turns in the area. • Within the designated area, place the ground markings randomly throughout. It is important that the markings are placed such that it is very difficult to ride over every marking in a single ride. This may mean having some markings on opposite sides, which will encourage decision making for most riders, or extreme levels of bike control for the most adept. <p>Modifications</p> <p>You may wish to set up a pattern of floor markings as either 'easy' 'medium' or 'difficult', to give goals for different students.</p> <p>Progressions</p> <p>You could include numbers or words for each marker. Students could try to get to a specific total by adding the numbers they roll over, or they could construct a sentence with words they roll over.</p>	<p>Balancing: Keep pedaling to maintain balance.</p> <p>Turning skills: Lean slightly into the turn and rotate the handlebars. Smooth movements, rather than fast jerky movements.</p> <p>Turning is sharper when going slowly but much more difficult.</p> <p>Measurement accuracy: Only count the spots hit, not just where it was close.</p> <p>Taking turns with your partner.</p> <p>Plan your route so that you can get the move number of hits in the easiest way.</p> <p>Key questions</p> <p>Which route are you going to choose to follow to pick up the greatest number of hits?</p> <p>When would you have to manoeuvre your bike like this in real life?</p>	<p>Student self-assessment sheet.</p>



Station	Preparation and resources	Learning activities	Teaching points	Assessment
6	<p>Straight line riding</p> <p>Equipment Start cone, existing ground lines or removeable tape.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Use a non-slip ground marking. • The partner is to stay a safe distance away from the rider. 	<p>Instructions</p> <p>The aim of this activity is to control the bike such that you can ride on the marking for the longest distance.</p> <ul style="list-style-type: none"> • Set up the line on the ground for at least 15 metres. The line should be approximately 5 cm wide. • The partner will stay behind the bike, watching the wheels to make sure that it remains on the line. Once a wheel exits the line, the partner will measure the distance from the start to that point. <p>Modifications</p> <p>Taper the line, instead of stepping it, so that it is wider at the start and narrower at the end. This way the line gets progressively narrower, with the end being 1cm but the start being up to 20cm.</p> <p>Progressions</p> <p>Can be ridden one handed by confident riders.</p>	<p>Balancing: keep pedaling to maintain balance.</p> <p>Staying straight: Lean forward in riding position and make small adjustments with the handlebars.</p> <p>Measurement accuracy: Make sure you measure the <u>first</u> point that they leave the line with the front wheel. They can always go again to improve their distance.</p> <p>Taking turns with your partner.</p> <p>Key questions</p> <p>What did the riders that did this well do differently to those that struggled?</p> <p>When would you need to ensure you were riding in a very straight line when riding your bike out in the community?</p>	<p>Student self-assessment sheet.</p>
7	<p>Stop and go</p> <p>Equipment Cones</p>  <p>Safety</p> <p>The partner is to stay a safe distance away from the rider.</p>	<p>Instructions</p> <p>The aim of this activity is to control the bike such that you can stop and start without touching the ground with your foot.</p> <ul style="list-style-type: none"> • Set up four cones in a box, approximately 2m x 2m. • The rider will ride into the box, brake to a complete stop, and ride out of the box, without setting a foot on the ground. • The partner will check that the rider has made a complete stop and not touched the ground. • The partner will also measure the total time spent inside the box, with the aim being to spend as much time as possible. <p>Modifications</p> <p>Novice riders can use their foot to balance before riding off.</p> <p>Progressions</p> <p>Can be ridden one handed by confident riders. Challenge the riders to better their time stationary in the stopping area.</p>	<p>Balancing: Keep your feet on the pedals.</p> <p>Starting: Making a strong power pedal to restart.</p> <p>Measurement accuracy: Make sure you measure the <u>first</u> moment they arrive in the box and the <u>last</u> moment they leave.</p> <p>Taking turns with your partner.</p> <p>Key questions</p> <p>What did the riders that did this well do differently from those that struggled?</p>	<p>Student self-assessment sheet.</p>



