Appendix 1: Riding station activities for Lessons 1 and 2

Bikes are for everyone!

Anyone can ride a bike. However, some students may require additional assistance in the form of modified equipment and differentiated teaching. Suggestions for activity differentiation are provided throughout the lesson plans. Some students may also benefit from learning support aids such as social stories and other resources. If you would like further information on options for equipment modifications, adaptive bicycles and assistive technology, and learning support aids to assist with the delivery of Bike Ed, please email bikeed@transport.vic.gov.au.

RIDING STATIONS GUIDE

This guide provides setup instructions for each of the riding station activities. Use this plan to help you set up the riding stations for Unit 3, lessons 1 and 2.
Note: These activities are designed to be self-assessed with measurements however the measurements are optional.

EQUIPMENT

Bicycles (at least one per two students), helmets, cones, ball, measuring tape, stopwatch, ground markings, removable tape.

Station 1. Slow ride.

Resource Requirements

- Start and finish cones, stopwatch.

Safety

- Only one rider on course at a time.
- Timers to stand at least 2 metres away from the finish cone.

Activities & Differentiation

The aim of this activity is to ride 10 metres in the longest time possible. This requires the rider to ride as slowly as possible.

- 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.

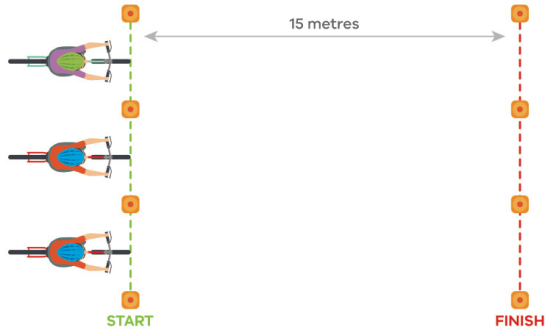
Modifications

- Set up the activity over a longer distance.
- Allow students to set their own individual distance and time goal – aiming for improvement over several attempts and according to skill level.

Progressions

- Challenge students to ride within 2 parallel lines on the ground (or lines of cones).
- Students can experiment with a different gear selection to see what works best for them.
- Students can try to complete the distance sitting in the seat vs standing up on the pedals and compare the results.
- Suggest students hold their pedals level (at 3 and 9 o'clock), with small pedal movements backwards and forwards, to help maintain balance.
- Challenge students to think about where they are looking.
- Suggest students use their brakes to control their speed and maintain balance.

Activity Setup



Teaching Points

- Balancing: keep pressure on the pedals with your feet and use movements with the handlebars to keep the bike straight.
- Taking turns with your partner.

Key Questions

- Is it easier to ride quickly or slowly?
- What did you find was the best advice to help with balancing at slow speed?
  - Which gear selection worked best? (this varies between riders)
  - Did sitting or standing allow for more control and balance? (this varies between riders)
  - Where were you looking? Ahead, or just in front of you? (staring at a fixed point, whether close or in the distance, helps you maintain balance)
  - Did you find that holding your pedals level (at 3 and 9 o'clock), rather than continuing to pedal slowly, helped you maintain your balance?
  - Did using your brakes also help you maintain control while riding slowly?
- How does riding in a slow, controlled way help improve your health and fitness?
- In which real-life situations would you be required to ride very slowly?

Station 2. Single push.

Resource Requirements

- Long measuring tape (approx. 20m), start and finish cones.

Safety

- Partner is to stay clear of the rider.
- Provide a finish code or line to prevent riders from continuing beyond the activity area.

Activities & Differentiation

The aim of this activity is to travel the furthest distance with only a single push of the pedal.

- Set up one cone as a start cone with a long measuring tape running alongside. Place finish cone, or other marker or line, to denote a finish point for safety.
- Stand stationary at the start line with a foot on the pedal. Push down on the pedal and then stop pedaling. 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.

Remind students: just before you push off, you also need to look ahead to where you want to go. This is very important to gain momentum, maintain a straight line, and developing this crucial skill early in a rider's journey.

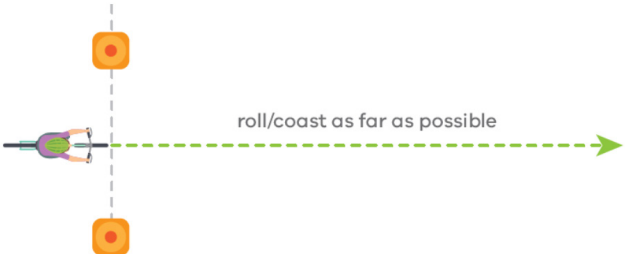
Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources), with one push off from the ground to start, and see how far they can coast and balance.
- If the terrain allows, start this activity on a slightly downhill slope, ensuring you have a "stop" line to finish if they make it all the way.

Progressions

- Confident riders can try the activity starting with their non-dominant foot and compare the results.
- If the terrain allows, progress to running on a slightly uphill slope, so that students can compare the effects.
- Students can also experiment with a different gear selection to see what works best for them to get the best starting power.

Activity Setup



Teaching Points

- A strong first pedal, like a normal starting "power pedal" position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).
- Balancing: keep pressure on the pedals with your feet and use minor movements with the handlebars to keep the bike straight.
- Keep looking ahead to keep going in a straight line.
- Measurement is from where the front wheel touches the ground.
- Taking turns with your partner.

Key Questions

- 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 a strong first pedal and a continual coast?

Station 3. Slalom.

Resource Requirements

- Several cones (approx. 20), start and finish cones.

Safety

- Other riders are to stay clear of the course when not riding.

Activities & Differentiation

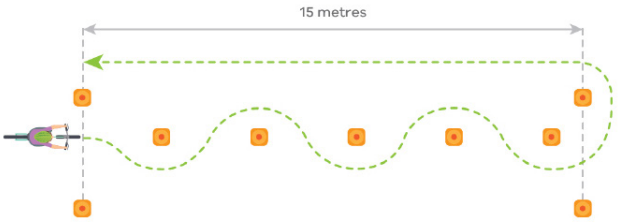
The aim of this activity is to turn between as many cones as possible in a set distance.

- Place a start and finish cone 15 metres apart (depending on space) and seven 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. The student will be successful if they complete the course without touching a cone or touching the ground with their foot.
- If students 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.

Modifications

- Can begin with fewer cones or reduce the distance between the start and finish line.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- As a more gradual progression to adding cones, you may use flat markers or chalk markings on the ground so that the students are not afraid to hit or run over the markers.
- Rather than using cones or markers, draw a curvy line on the ground (as per the dotted line in the diagram) for students to try to follow with their front wheel, rather than going around objects.

Activity Setup



Teaching Points

- Keep pedaling to maintain balance.
- Turning skills: Lean slightly into the turn and rotate the handlebars. Smooth movements, rather than fast jerky movements.
- Look in the direction you want the bike to go. Don't look at the cone, look where you want the bike to go.
- Braking when turning is dangerous, especially when slippery. Apply the brakes when riding straight, then turn once you have slowed down.

Key Questions

- As the turns increased, did you need to slow down or speed up?
- Can you provide one piece of advice for someone that was struggling with this skill?

Progressions

- Can begin with more cones or keep the same number of cones but reduce the distance between the start and finish lines.
- More experienced and confident riders can try to ride the course with one hand off the handlebar. Try this with one hand first, and then the other.
- More advanced riders may also try to have their front wheel go one side of the cone, and rear wheel go the other side. This is quite a challenge and will successfully slow down riders who are speeding through the circuit.

Station 4. Bean bag drop.

Resource Requirements

- Bicycles (at least one per two students), helmets (one per student), cones, bean bags/small foam balls/ tennis balls, and hoop or bucket.
- Set up multiple lanes if more than 2 riders will be at this station at any one time.

Safety

- The partner is to stay a safe distance away from the rider.
- Ensure that students do not ride through the course too quickly.

Activities & Differentiation

The aim of this activity is to take a bean bag from the start line (passed to the rider by scoring partner or picked up from the top of a cone) and drop it in a bucket/hoop at the other end.

- Set up cones approximately 10 metres apart, as per the diagram.
- One point is allocated per bean bag or foam ball successfully dropped into the bucket or hoop.
- When one rider drops their bean bag into the bucket, their partner can start, but riders must be careful to avoid each other while riding the course. If using one bike between two, riders must swap at the start line to take turns completing the course.
- Riders continue to take turns for the duration of the allocated time.

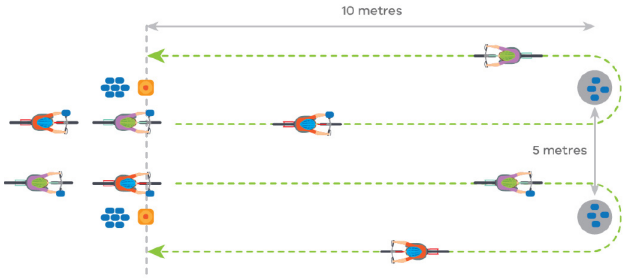
Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- If students are struggling to hold the bean bag, they may put it in their pocket or basket on the bike and stop at the hoop, if necessary.

Progressions:

- Challenge students to try holding the bean bag with their right or left hand.
- Suggest that balls are worth more points than bean bags as they are harder to carry, and harder to carry multiple at a time.
- You may allow multiple bean bags to be carried, but all points are lost for each that is dropped or misses the bucket – essentially the tally starts again.

Activity Setup



Teaching Points

- Balance: keep pedalling to maintain balance.
- Riding one-handed: requires that the riding will be slow and steady, with a strong grip on the handlebars. This is excellent practice for signaling on the road.
- Taking turns with your partner.

Key Questions

- How will I carry the bean bag?

Station 5. Hit the spot.

Resource Requirements

- Removable ground markings/chalk, as well as start and finish cones.

Safety

- Use a non-slip ground marking.
- The partner is to stay a safe distance away from the rider.
- Ensure that students do not ride through the course too quickly.

Activities & Differentiation

The aim of this game is to have the rider control the bike such that front wheel makes contact with as many of the ground markings as they can within the area.

- 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.

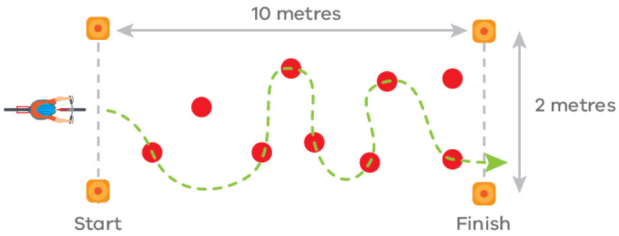
Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- You may wish to set up a pattern of floor markings as either 'easy', 'medium' or 'difficult', to give goals for different students.
- Use different coloured markers or chalk to differentiate levels.
- Chalk markings or spots can also be different sizes to differentiate between different levels.

Progressions

- 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.
- Challenge riders to touch the marker only with their front wheel, or their back wheel, and not the other; or with BOTH tyres to get the points or get double points.
- Place markers or chalk marks that must be avoided as well as hitting the others.

Activity Setup



Teaching Points

- Balancing: Keep pedalling to maintain balance.
- Turning skills: Lean slightly into the turn and rotate the handlebars. Smooth movements rather than fast jerky movements.
- Turning is sharper when going slowly but much more difficult.
- Measurement accuracy: Only count the spots actually hit, not just where it was close.
- Taking turns with your partner.
- Plan your route so that you can get the greatest number of hits in the easiest way.

Key Questions

- Which route are you going to choose to follow to pick up the greatest number of hits?
- When would you have to manoeuvre your bike like this in real life?

Station 6. Straight line riding.

Resource Requirements

- Start cone, existing ground line or removeable tape.
- Alternatively, a "lane" can be drawn on the ground with chalk which riders must keep their front tyre within.

Safety

- Use a non-slip ground marking.
- The partner is to stay a safe distance away from the rider.
- Ensure that students do not ride through the course too quickly.

Activities & Differentiation

The aim of this activity is to control the bike such that you can ride on the marking for the longest distance.

- 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 is remains on the line. Once a wheel exits the line, the partner will measure the distance from the start to that point.

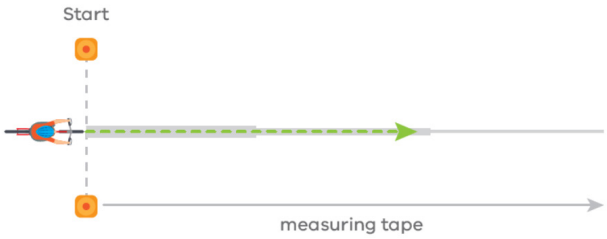
Modifications

- Have multiple options set up with different line or lane widths (eg 30cm, 15cm, and then narrower as you see fit) and allow students to self-select, or progress through the levels and compare their results on each.
- Taper the line, instead of stepping it, such that it is wider at the start and narrower at the end. This way the line gets progressively narrower, with the end being only 1cm but the start being up to 50cm.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).

Progressions

- Can be ridden one handed by confident riders.

Activity Setup



Teaching Points

- Balancing: Keep pedalling to maintain balance.
- Staying straight: Lean forward in riding position and make small adjustments with the handlebars.
- Measurement accuracy: Make sure you measure the first point that they leave the line with the front wheel. They can always go again to improve their distance.
- Taking turns with your partner.

Key Questions

- What did the riders that did this well do differently to those who struggled?
- When would you need to ensure you were riding in a very straight line when riding your bike out in the community?

Station 7. Stop and go.

Resource Requirements

- Cones.

Safety

- The partner is to stay a safe distance away from the rider.

Activities & Differentiation

The aim of this activity is to control the bike such that you can stop and start without touching the ground with your foot.

- 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.

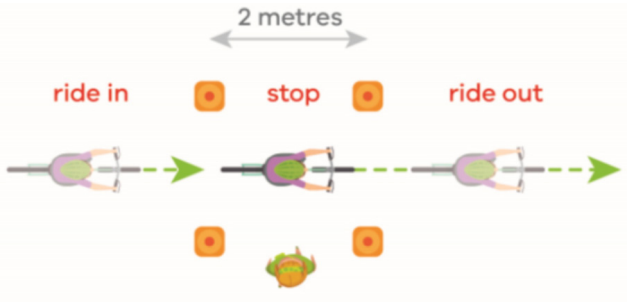
Modifications

- Measure the time between the first moment the rider enters the box and when they have to put a foot down.
- Novice riders may be allowed to use their foot to balance before riding off again.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources). They can be encouraged to coast into the box, brake to pause, with the time measured from when they enter the box until when they have to put a foot down.

Progressions

- Can be ridden one handed by confident riders.
- Challenge riders to improve their time stationary in the stopping area.

Activity Setup



Teaching Points

- Balancing: Keep your feet on the pedals.
- Starting: Making a strong power pedal to restart.
- Measurement accuracy: Make sure you measure the first moment they arrive in the box and the last moment they leave.
- Taking turns with your partner.

Key Questions

- What did the riders that did this well do differently to those who struggled?