

Year Level: **Years 3 and 4**

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

Lesson 2: **Review of bike and skills**

Date:



**Lesson approach**

This is the second of ten lessons for Unit 2 – Getting ready to ride on paths. This lesson is 45 minutes long.

**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**

To be able to start riding from a stationary start.

To understand how to maintain balance on the bike whilst moving.

**Success criteria**

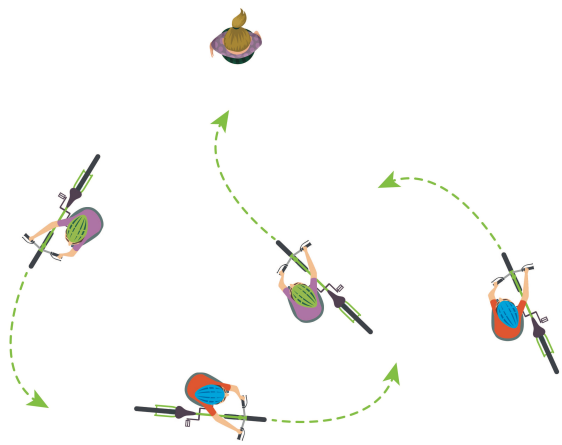

Can confidently start riding from a stationary start using the 'power pedal' position.

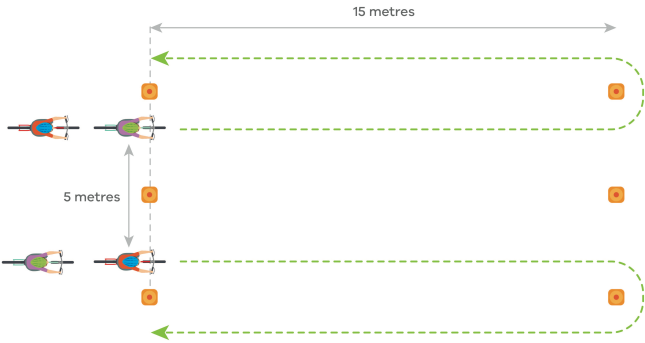

Can ride confidently in a straight line over a 10-metre distance.

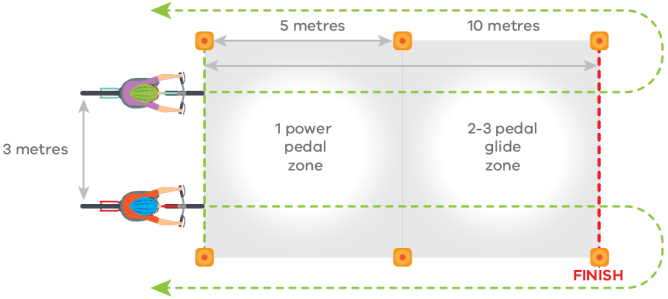
**Equipment**

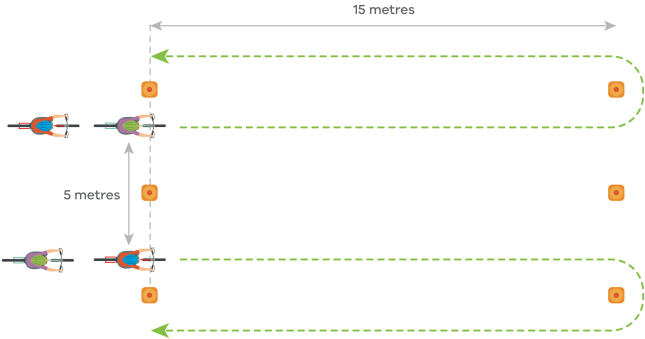
Bikes, helmets, cones, ground markers



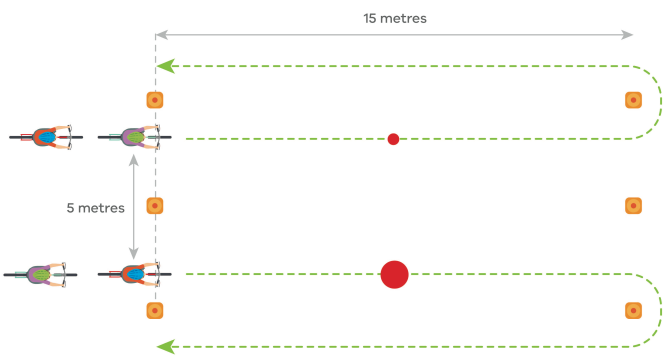
Time	Preparation and resources	Learning activities	Teaching points	Assessment
3 mins	<p><b>Equipment</b> Bicycles (at least one per two students) and helmets (one per student)</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</li> <li>Ensure bike seats are at the appropriate height for the student.</li> </ul>	<p><b>Helmet check</b></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"> <li>Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.</li> <li>Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to stop it catching in the chain. Shoes are sturdy, close toed and non-slip, for stopping and protection.</li> <li>Students will put on their own helmets.</li> </ul> <p><b>Attitude check</b></p> <p>Try your best, have fun, 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 also 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><b>Key questions</b></p> <p>Why do we wear a helmet?</p> <p>What are the best ways to make sure that cars and other riders can see you?</p>	<p>Helmet cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>
5 mins	<p><b>Equipment</b> Helmets and bikes (at least one between two).</p>  <p><b>Safety</b></p> <p>Ensure that students do not go too quickly and maintain space to other bike riders.</p> 	<p><b>Quicksand game</b></p> <ul style="list-style-type: none"> <li>In an open area, all students on bikes are to walk, with the bike within the area.</li> <li>When the teacher blows the whistle (or yells 'quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.</li> <li>You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.</li> </ul>	<p>The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.</p> <p><b>Key questions</b></p> <p>What happens if we grab the bike brake too quickly?</p>	

Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p><b>Equipment</b> Bicycles and helmets, cones.</p>  <p><b>Safety</b> Riders should maintain distance from each other.</p>	<p><b>Gliding</b></p> <p><b>Pushing off from the ground</b></p> <ul style="list-style-type: none"> <li>• Students are to straddle the bike, just as they did during the Bike Balancing activity and line up on one line, as per the diagram.</li> <li>• When instructed, students will ride their bikes from one line to the other, 10 metres away, braking and helping to develop the feel of balance.</li> <li>• Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop.</li> <li>• Continue until students feel comfortable.</li> </ul> <p><b>Gliding on one pedal</b></p> <ul style="list-style-type: none"> <li>• Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot.</li> <li>• As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop. <ul style="list-style-type: none"> <li>• Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal.</li> <li>• More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes.</li> </ul> </li> <li>• Continue with this until students are comfortable moving with at least one foot off the ground.</li> </ul> <p><b>Modifications</b> If students are struggling, they may walk their bike to the end whilst straddling it.</p> <p><b>Progressions</b> If students are comfortable, have them attempt to reach the end using the minimum number of pushes the can.</p> 	<p>This is to have students become accustomed to moving whilst in the riding position.</p> <p>It is easier to balance when the bike is moving faster. Encourage them to move more quickly but don't push if they are uncomfortable. Confidence will come as they become more comfortable.</p> <p><b>Key questions</b></p> <p>When is it easiest to balance?</p> <ul style="list-style-type: none"> <li>• When the bike moves faster!</li> </ul>	Teacher observations of bike balancing.

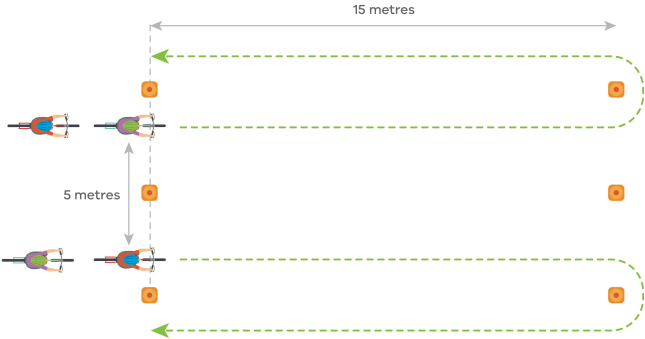
Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b></p> <p>Ensure that other students are clear of the bikes as they are being pushed around.</p>	<p><b>Starting on the bike</b></p> <ul style="list-style-type: none"> <li>Show students (and have them imitate) the 'power pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).</li> <li>To begin going forward, you need to put all your weight on the 'power pedal'.</li> <li>Demonstrate the starting of the bike using the power pedal.</li> </ul> <p><b>1 pedal glide</b></p> <ul style="list-style-type: none"> <li>Two lines are set up approximately 5 metres apart (using cones or existing surface lines)</li> <li>Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another.</li> <li>Students will try to reach the other line using only one power pedal and then a glide. <ul style="list-style-type: none"> <li>If the rider can't reach, they may then use their other foot to push them (as per the Push Race).</li> <li>If riders are confident, have them glide as far as they can using only the Power Pedal.</li> </ul> </li> <li>Once they reach the other line, they are to brake the bike in a controlled way.</li> <li>Repeat this until students are comfortable using the Power Pedal.</li> </ul> <p><b>2 and 3 pedal glide</b></p> <ul style="list-style-type: none"> <li>Extend the cones back to 10 metres.</li> <li>As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones.</li> <li>If a rider is struggling to do a second and third pedal, go back to the 1 pedal glide until they build up more confidence before adding a second pedal.</li> <li>If students are getting confident, challenge them to go as far as they can with two or three pedals.</li> <li>Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside.</li> <li>Repeat this until students are comfortable doing multiple pedals consecutively.</li> </ul>	<p>Starting the bike is much like the previous gliding activity. The difference being that, instead of pushing off the ground, you push using the pedal.</p> <p>Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.</p> <p>The easiest way to do a 2<sup>nd</sup> and 3<sup>rd</sup> pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a really strong power pedal, as it will help make the riding easier.</p> <p><b>Key questions</b></p> <p>Why is it important to have a really strong power pedal?</p> <ul style="list-style-type: none"> <li>Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up.</li> </ul>	<p>Observations of students on the bikes.</p> <p>Numbers of students successfully transitioning from one pedal glide to multiple pedal glides.</p>

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10 mins	<p><b>Equipment</b> Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b> Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between groups.</p>	<p><b>Straight line riding</b></p> <ul style="list-style-type: none"> <li>• Set up the riding lanes as per the diagram.</li> <li>• Students line up at the start of a lane. There should be a safe amount of space between each group (approximately five metres)</li> <li>• One student rides from one end to the other before braking safely and returning to the start line around the outside.</li> <li>• Once the rider has stopped, the next rider in the line begins.</li> <li>• Use this opportunity to work specifically with those students who are still having difficulty.</li> </ul> <p><b>Modifications</b> Weaker riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.</p> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding.</li> <li>• 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.</li> <li>• You may also like to add the 'hit the spot' game to the straight-line riding.</li> </ul>	<p>This is simply an extension of the two and three pedal glides.</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> <ul style="list-style-type: none"> <li>• You may wish to separate the groups by ability to do so.</li> </ul> <p><b>Key questions</b> What tips do you have for others to make riding easier?</p>	<p>Teacher observations of riding.</p> <p>Number of students advancing from the low-confidence group to independent straight-line riding.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p><b>Equipment</b> Helmets and bikes, non-slip ground marking.</p>  <p><b>Safety</b> Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p><b>Hit the spot game</b></p> <ul style="list-style-type: none"> <li>Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.</li> <li>Cones may be used to set up 'gates' to ride through if ground markings are not available. Make wider gates for novice riders.</li> <li>The setup and structure is as per the previous 'straight-line riding' activity.</li> <li>Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'hit!'</li> <li>Each student will count the number of 'Hits' that they achieve during the time allocated.</li> <li>Use this opportunity to work specifically with those students who are still having difficulty.</li> </ul> <p><b>Modifications</b></p> <p>The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).</p>	<p>The focus of the game should be to apply the move in a controlled manner. Students should focus on control, rather than speed.</p> <p><b>Key questions</b></p> <p>How did you steer the bike to make it as easy to hit the mark as possible?</p> <ul style="list-style-type: none"> <li>Slow, smooth steering.</li> </ul>	<p>Number of hits achieved by riders.</p>



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Extra	<p><b>Equipment</b> Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p><b>Safety</b> Students must maintain at least two bike lengths distance to other bike riders.</p>	<p><b>Traffic lights</b></p> <ul style="list-style-type: none"> <li>• Use the same lanes from the previous activity.</li> <li>• Students can walk, glide or ride before returning to the beginning around the outside.</li> <li>• Teacher can either call 'red', 'yellow' or 'orange'. <ul style="list-style-type: none"> <li>• 'Red' means that all riders must stop riding. All students call out "stopping!"</li> <li>• 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"</li> <li>• 'Green' means that all riders must start riding at normal speed again. All students call out "going!"</li> </ul> </li> </ul> <p><b>Modifications</b> Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes.</p> <p><b>Progressions</b> Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'</p>	<p>It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.</p> <p><b>Key questions</b> With a safe attitude, how close should you be to the rider in front?</p> <ul style="list-style-type: none"> <li>• At least two bike lengths, but even more if you don't feel safe.</li> </ul>	
2 mins		<p><b>Closing</b></p> <p>How to we start using the 'power pedal'?</p> <p>Where does the 'power pedal' go?</p> <p>How do we apply the brakes correctly? What happens if we don't?</p> <p>Thumbs up/down/sideways: Are you confident starting and stopping a bike?</p>		Thumbs up/down/sideways.



