

Lesson 2: Riding stations (part 2) and pre-intersections

.....

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.



SUGGESTED STAGE

While this Unit is designed for Years 5 and 6 (age range 10-13 years), you may choose to use these lessons for a different age range, depending on the development, maturity and existing bike riding experience level of your students.



SUGGESTED DURATION

This is the second of ten lessons for Unit 3 – Getting ready to ride on the road.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to work together to improve bicycle control skills.
- For students to safely give way to others in an Intersection (in-school) simulation.



SUCCESS CRITERIA

- Vary speed and riding to keep a safe distance (at least 2 bike lengths) with other riders.
- Ride on the left side of the road, give way to the right and obey road signs.



EQUIPMENT

- Please refer to Unit 3 Appendix 1 for riding station setup details and diagrams, which is used for both lessons 1 and 2.
- Bicycles (at least one per two students), helmets (one per student), pens, self-assessment sheets, cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).



LESSON PLAN

Unit 3 Lesson 2: Riding stations (part 2) and pre-intersections



CURRICULUM LINKS

The Bike Ed program is designed to support all students by emphasizing the importance of safety and promoting independent travel skills. The Bike Ed program caters for all students and recognizes the need to teach safety and independent travel for all. Acknowledging the diverse needs of learners, we are committed to providing tailored assessment materials for students working at levels below the Foundation stage (A-D curriculum). For more information please email bikeed@transport.vic.gov.au.

CONTENT DESCRIPTORS

(Geography)

VC2HG6S02 locate, collect and organise information and data from primary and secondary sources, including from fieldwork.

(HPE)

VC2HP6M01 adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings.

VC2HP6M02 transfer familiar movement strategies to different movement situations.

VC2HP6M03 investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.

VC2HP6M06 participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participation.

VC2HP6M10 participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 6, students:

- develop questions, and locate, collect and organise information and data from a range of primary and secondary sources

(HPE)

By the end of Level 6, students:

- refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. They propose strategies to promote safe physical activity participation that enhance health and wellbeing.



LEVEL 5 – 6 RUBRIC: BIKE ED

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can identify safety issues with theirs and others' bikes, clothing or equipment.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest some practical solutions to improve safety.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety.
Students can perform a head scan and use hand signals safely at all times whilst maintaining control of the bike (in a simulated school environment).	Students demonstrate successful communication to other riders whilst within the school (head scan, head checks, hand signals, voice commands)	Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands).

Continued overleaf.



LESSON PLAN

Unit 3 Lesson 2: Riding stations (part 2) and pre-intersections



LEVEL 5 – 6 RUBRIC: BIKE ED (Continued)

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs (in a simulated school environment).	Students obey all road safety rules in a simulated school environment (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs)	Students obey all road safety rules whilst riding outside the school (keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs).
Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed) (in a simulated school environment) Students can follow instructions and work as a group in the outside school grounds ride.	Students obey all road safety instructions and norms in a simulated school environment (follows all instructions from the teacher, ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).	Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).
Students can identify and mitigate hazards in a simulated school setting.	Students can identify and mitigate some hazards in a community setting with assistance.	Students can identify and mitigate hazards in a community setting with assistance.
Students can plan a safe travel route with assistance (including identifying some hazards) in their community.	Students can plan a safe travel route using one form of technology and other information (with teacher assistance).	Students can plan a safe travel route using a range of technologies and information (with teacher oversight).

Tuning in activity. Brainstorming key bike skills.

Approx. 5 minutes

Activities & Differentiation

In groups of 2 or 3, students think back to the riding stations in the last lesson, and brainstorm responses to the following questions:

- What worked well/not well when you did the riding stations?
- What key skills did you do well?
- What key skills did you find that you need to work on? Why?

Each student shares one response with the class.

Teaching Points

If needed, prompt students to consider key skills such as:

- Balance and control
- Turning
- Tight turns
- Braking / stopping
- Riding one-handed
- Slow riding

Responses will depend on which stations each student completed last lesson, and which still remain for this lesson.



LESSON PLAN

Unit 3 Lesson 2: Riding stations (part 2) and pre-intersections



Safety Checks.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), helmet fit guide, and ABCD check guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Dropping the bike should only be from a very small height (approx. 5-10cm).
- Ensure bike seats are at the appropriate height for the student.

Activities & Differentiation

Helmet & clothing check

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.
- Students will put on their own helmets.

** For suggestions regarding safety considerations and how to adapt the helmet and clothing safety check to accommodate students with specific religious or cultural clothing, please email bikeed@transport.vic.gov.au.*

ABCD bicycle check

Each student completes a check of their bicycle, as led by the teacher. Use ABCD check guide. The ABCD check is as follows:

- 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).
- You may also choose to add "E" for handlebar Ends: check that the end caps at the ends of the handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Attitude check

Try your best, have fun, respect others.

Teaching Points

We must always wear a helmet when on a bike because it protects our head and our very important brain.

Just as important, is for the helmet to be fitted correctly, otherwise it won't work properly.

If we aren't dressed properly then we can't be seen easily, so someone might run into us.

We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.

Key Questions

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?
- Why do we do a bike check before we ride?



Activity 1. Riding stations. (continued from lesson 1)

Approx. 27 minutes

Resource Requirements

Bicycles (at least one between two students), helmets (one per student), cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).

Safety

- Bike riders to keep a safe distance from each other.
- Non-riders to keep out of the riding area unless measuring.
- Helmets to be worn at all times.
- Unused bikes to be stored away from the riding area.
- Students to stay in their activity area and not roam between groups.
- Riders to dismount and walk their bikes between stations.

Activities & Differentiation

Walkthrough of riding stations

For the rest of this class and the start of next class the students will be running their own bike skills stations and assessment.

- Students will work in pairs or small groups.
- Students will spend five minutes at each station before moving on to the next station. There are seven stations in total, five will be completed in this class (following on from the two completed last class).
- At each station one student will complete the station whilst their partner assists by measuring, timing or counting.
- Discuss the requirements of riders and partners at each of the two stations.

Riding stations

1. Slow ride – Record maximum time to complete 10m ride. This promotes balance.
2. Single push – Record maximum distance completed with a single push. This promotes good starting and balance.
3. Slalom – Record minimum distance between cones without touching. This helps bike control.
4. Bean Bag Drop – Count number of times you can 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. This helps develop one-handed riding and bike control.
5. Hit the spot – Record number of spots hit within the area without going out of bounds. This helps bike control.
6. Straight line riding – Record maximum distance

Activity Setup - Riding stations

*please refer to Unit 3 Appendix 1 for setup details and diagrams, which is used for both lessons 1 and 2.

Teaching Points

Working together.

- Students will need to work together at each station.
- Make sure that each student has equal time riding at the station.

Activities

- Explanation of each activity is on the self-assessment sheets.

Accurate measurement

- It's important that students make accurate measurements.
- This will involve timing, measuring and counting.

Honesty

- Riders and their partners need to be honest in their assessments.

Students working independently

- Ensure students are working safely and productively in their groups.

Work with novice riders to help them reach a level where they can practice and join in the riding stations.

Key Questions

- How do we use the stopwatch/measuring tape?
- What is important to make this activity work well for everybody?
- How do we work productively as a group?
- How do we make sure that everyone is getting a fair turn?



LESSON PLAN

Unit 3 Lesson 2: Riding stations (part 2) and pre-intersections



1. covered without leaving the line on the ground. This helps bike control.
2. Stop and go – Rider will ride into a 2m x 2m box, come to a complete stop and ride off without touching the ground. This helps bike control and balance.

Modifications

- For students that are still learning to balance and pedal, the teacher will be able to work more directly with them whilst the others do their self-assessments.
- Students who are not yet able to balance and pedal can still participate in these activities using a balance bike (refer to additional resources).
- Novice students may wish to repeat easier stations more often with supervision.

Progressions

- Each station will be effective for bike riders of all levels, although some will be more challenging than others.

Activity 2. Sharing the road and figure 8 riding.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one between two students), helmets (one per student), cones, stop/give way sign.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between riders.
- Ensure that the speed of the riders is low.
- Teachers should focus on the conflict point of the figure 8. Provide students with guidance as to appropriate gaps.

Activities & Differentiation

Sharing the road

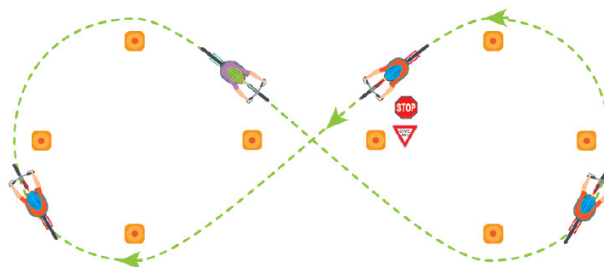
Bring students together to talk about basic road rules. What road rules affect them as bike riders?

- Signs: Stop, give way, no entry, traffic lights.
- Riding on footpaths: Only allowed if you are 12 or under or riding with someone 12 or under.
- Helmets are mandatory.

Giving way

You must give if you face a stop, or give way sign, or a line (solid or dotted) at an intersection. If there is nothing to tell you what to do (signs, lines etc.) then

Activity Setup



LESSON PLAN

Unit 3 Lesson 2: Riding stations (part 2) and pre-intersections



you must give way to those on your right.

Figure 8 riding

This demonstrates what is required when you give way.

- Set up a figure 8 course as per the diagram. It should be at least 10-15 m long. If the class is large, then you may wish to set up two or more courses.
- Riders will ride around the course in a single direction.
- At the centre intersection, riders must give way to the right. Walk through this with students.
- Switch riding directions at various stages.

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).
- Set up a separate, larger course for slower riders (and balance bikes) so they are not intimidated by more confident riders.
- Students struggling or nervous may wish to begin by riding around the outside of the figure 8 instead, and observing other students completing the task, before entering the figure 8.

Progressions

- You may wish to include a 'stop' or 'give way' sign at one of the intersections, and occasionally switch the side that will be required to give way.

Teaching Points

This activity, as well as helping to practice turning, also provides an introduction to giving way on the bike.

In the figure 8, there is a point where riders must give way. Mark this with a different coloured cone or, if available, a 'give way' or 'stop' sign.

Riders will only have to give way to the right, unless presented with a sign telling them otherwise.

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.

Key Questions

- What do we mean by 'giving way'?
- Why do we give way?

Reflection & closure.

Approx. 3 minutes

Activities & Differentiation

What worked well and what were the challenges in doing the riding stations?

Raise hands to indicate the easiest and most difficult stations.

Question students to understand some typical scores for each activity.

Reinforce the idea of priority on roads. Who has priority? In the figure 8, it was the person on the right, but this can change if there are signs saying something else.

Thumbs up/down/sideways: do you feel more confident in your ability to control your bike in different situations?

Key Questions

- What worked well or not well when you did the riding stations?
- What parts of bike riding do you need to work on?
- What parts of bike riding do you do well?
- Why do we have priority on roads, rather than just letting people work it out themselves? What would traffic look like?

