

## Appendix 2: Riding station activities for Lesson 5

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### 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](mailto: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, lesson 5.

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, large water dish or bowl, plastic cups, measuring jugs, , witches hats or stands.



## LESSON PLAN

### Unit 3 Appendix 2: Riding station activities for Lesson 5



#### Station 1. Water drop.

##### Resource Requirements

- Cones, , large bowl or dish of water, plastic cups, and larger dish, and 2 bucket or clear jugs with liquid volume measurement markers.
- Set up multiple lanes if more than 2 riders will be at this station at any one time.

##### Activities & Differentiation

The aim of this activity is to carry the greatest amount of water in a plastic s from the start line to the jug at the finish line while minimizing how much is spilled.

- Set up the start line 10 metres away from a 2 water jugs or buckets (one for each rider). At the start line there should be a large bowl or dish with water, and a plastic cup for each rider.
- The rider must fill their cup with water at the start line and then carry the water, trying not to spill it, to then pour it into their jug at the other end.
- When one rider has poured their cup into the jug, 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.
- Students continue to take turns for the duration of the allocated time
- At the conclusion of the time, students record the total amount of water collected in the jug.

##### 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 ride one-handed to carry the cup of water, they may choose to use a cup with a lid, or water bottle, and put it in their pocket or basket on the bike and stop at the jug to empty it.
- Have different sized and shaped cups, including some with handles, so riders can choose which cup they want to use to carry the water.
- Rather than having an individual score, it could be a pairs effort with both riders filling the same jug.

##### Safety

- Partner stays a safe distance away.
- Rider should stop safely if they drop the cup and return to the start line to wait for their next turn.

##### Activity Setup



##### Teaching Points

- Make sure that you ride smoothly.
- You don't need to completely fill the cup before you leave the start line, it may be better to fill it less so that you can ride without spilling it.
- 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 you carry the cup without spilling the water?
- How can you ride more smoothly to ensure that you don't spill the water?
- When would you need to ride one-handed in real life?
  - Signalling.

##### Progressions

- Challenge students to try holding the cup with their right or left hand.
- If water is spilled from the cup they must stop and go back to the start, challenging them to think about how much to fill the cup, and what sized cup to use.
- A jug may be placed half-way, which is easier and faster to carry the water to, and then the further jug is worth double the amount.



## Station 2. Chicane.

### Resource Requirements

- Measuring tape and cones.

### Activities & Differentiation

The aim of this activity is to do the smallest diameter turn.

- Set up a straight starting line with cones to the side at 0.5 metre intervals up to 3 metres.
- The rider must ride directly along the starting line and then turn to go around the cone 3 metres away to make a turn of 3m diameter.
- If they are successful, they will attempt next closest (2.5 metres), and so on until they cannot complete the turn.
- The partner will measure the tightest turn made and enter the result into the self-assessment sheet.

### 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 nervous riders are afraid of hitting the cones, you can use flat markers or chalk markings on the ground so that they may be ridden over if needed.

### Progressions

- Can measure the tightest turn possible.
- Challenge riders to compare turning left AND right, as most people will have a dominant side which is easier.

### Safety

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

### Activity Setup



### Teaching Points

- The key to doing it is to travel as slowly as possible without falling.
- 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.
- Taking turns with your partner.

### Key Questions

- What is the diameter of a turn?
- How do we make a tight turn?
- When would you have to manoeuvre your bike like this in real life?

### Station 3. Track stand.

#### Resource Requirements

- Stopwatch, cones.

#### Activities & Differentiation

The aim of this activity is to stay stationary on the bike for the longest amount of time without moving.

- Set up four cones in a box, approximately 2m x 2m.
- The rider will ride into the box, brake to a complete stop, and then stay still for as long as they can. The rider must stay on the bike without placing a foot on the ground.
- The partner will use the stopwatch to time how long the rider was able to remain stationary and enter the result into the self-assessment sheet.
- The partner will also act as a spotter, helping to protect the rider from falling.

#### Modifications

- Measure the time between the first moment the rider enters the box and when they have to put a foot down.
- 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.
- Students who are struggling to hold their balance may attempt this activity by sitting on the bike and counting how many times they need to touch a foot on the ground in a 20 second period instead.

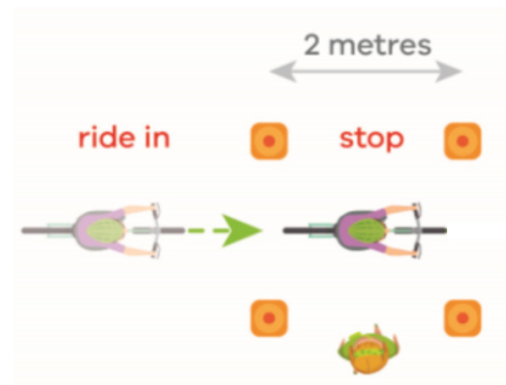
#### Progressions

- Challenge confident riders to track stand one-handed.

#### Safety

- Keep the area free of obstructions.
- Ensure that the partner is close by as a spotter to prevent any major falls.

#### Activity Setup



#### Teaching Points

- The key to doing this is balance and making small movements with your feet on the pedals and hands on the handlebars.
- The partner plays a very big role in this as a timer and safety helper.
- Taking turns with your partner.

#### Key Questions

- What techniques do you think will help you succeed?
- Where should the partner be to be the best safety spotter possible?
- When would this skill be useful while riding your bike in real life?
  - Riding in a group, where the person in front of you has stopped or slowed down
  - Pausing to look both ways at a give way sign (but not at a stop sign, where you must put a foot on the ground).

## LESSON PLAN

### Unit 3 Appendix 2: Riding station activities for Lesson 5



#### Station 4. Braking.

##### Resource Requirements

- Stopwatch, non-slip ground marking or chalk, cones.

##### Activities & Differentiation

The aim of this activity is to take the least amount of time to stop, whilst ensuring that you stop with the front tyre exactly on the dot.

- Set up will be two lines 5 metres apart, then a dot (tape on the ground) 3 metres past the second line.
- The rider must start at the first line and gain speed for the first 5 metres. After the rider crosses the next line, the rider must stop pedaling. A dot is placed 3 metres beyond this line and the rider must come to a complete stop with the front tyre on this dot. If the bike stops directly on the dot, the time that the whole journey (from start line to dot) is recorded. If the rider does not stop on the dot, then no time is recorded.
- The partner will record the time taken from the start until the stop, then judge if the bike stopped on the dot and enter the result into the self-assessment sheet.

##### Modifications

- If stopping directly on the dot is difficult, either increase the dot size or make a horizontal line to stop on.
- Alternatively, make 3 chalk circles for dots, each worth different time penalties. The smallest inner dot has no time penalty, the next largest circle adds 1 second to timing, and the largest circle adds 2 seconds to timing.

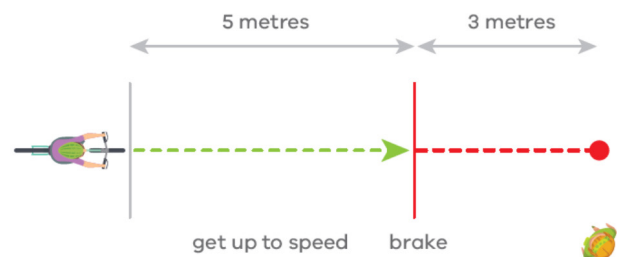
##### Progressions

- Confident riders can stop with the rear tyre on the dot, instead of the front tyre.
- Using the 3 circle option above, having the centre circle very small increases difficulty for skilled riders without compromising achievement for less-skilled riders.

##### Safety

- Keep the area free from obstacles.
- Partner stays a safe distance away.
- Non-slip markings for dot. (or chalk).

##### Activity Setup



##### Teaching Points

- This activity is designed to test starting and braking skill. A faster time can be achieved by braking later but this will require more skill to achieve accuracy.
- Good braking technique requires:
  - Keep bike straight.
  - Good posture. Pressure on feet, slightly standing off the seat, pushing body/hips backwards and bracing arms against the stopping force.
  - Smooth pulling of the brake levers, not pulling as hard as possible.
  - Using the correct braking technique (both brakes). The front brake will provide most stopping power but must be used with rear brake assistance to provide a smooth, safe stop.
- Braking too hard or having poor posture will result in losing balance and the rider flipping over the handlebars.
- Taking turns with your partner

##### Key Questions

- Is it easier to brake on the dot if you start braking earlier or later?
- Which brakes will you use to make the quickest, most accurate brake? Will you use the same pressure in each brake?
- When might you have to stop suddenly while riding your bike out in the community?



### Station 5. Swapping turns.

#### Resource Requirements

- Cones.

#### Activities & Differentiation

The aim of this activity is for the rider and their partner to swap turns (taking the lead) with each other the greatest number of times in 20 metres.

- Set up with two cones 20 metres apart. Both students start single file at one end and both will finish at the other cone, 20 metres away.
- The riders must start in single file. One ‘turn swap’ is achieved when the rear rider full overtakes the other on the right and then returns to single file in front of their partner, whilst both are moving forwards towards the finish line.
- The partner will do the same thing and both riders will enter the result into the self-assessment sheet.

#### Modifications

- For students who are not comfortable doing this with another rider next to them, you can place cones at 3 metre intervals and riders are instructed to do a circle around each cone before continuing to the next. Each cone successfully circled receives a point.
- The distance can be increased to allow more time to complete a turn.

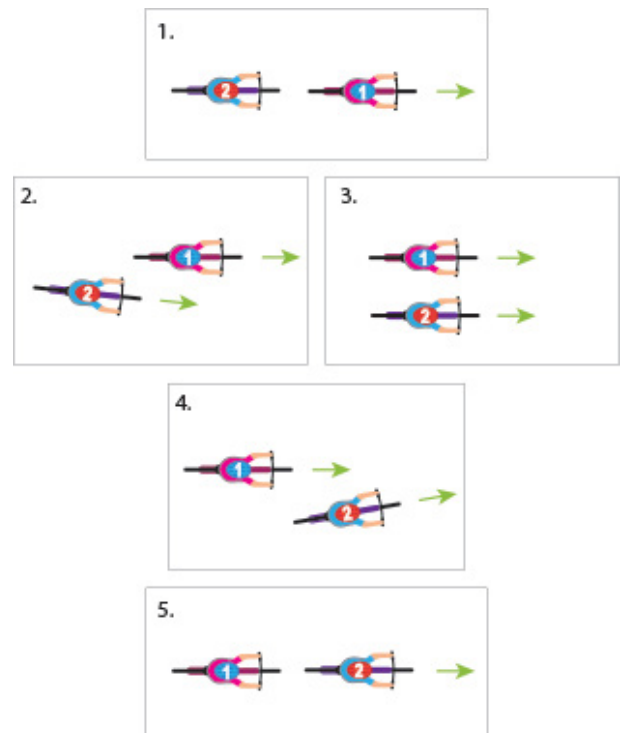
#### Progressions

- Can be ridden one handed by confident riders.
- Confident riders can be challenged that they must not stop, track stand or put a foot down.
- Riders can try swapping turns with the front rider moving to the right and going behind the other rider, instead of overtaking from behind.
- Confident riders can try this in groups of 3 or 4, with the rear rider overtaking the whole group to go to the front. This will likely require more space, and may be a continuous circuit around the space.

#### Safety

- Keep the area free of obstructions.
- Only one group on the course at a time.
- Speed must be kept slow for safety and to maximise the number of turns swapped.

#### Activity Setup



#### Teaching Points

- This activity will require the two riders to ride together, slowly, and alter speed to allow their partner to move beside and then in front of them to complete a full swap.
- Communication with your partner is very important for safety and success.

#### Key Questions

- What are the key skills required to do this well?
- Why is good communication while riding so important?
- How do we communicate on the bike?
  - Bell, voice, signals, lights, positioning, etc.

