

# PROJECT 2: *Bike Skills*

## LEARNING INTENTIONS

### We are learning to:

- » Ride a bike with control
- » Ride safely in a group
- » Confidently signal to change directions
- » Perform a rear head check
- » Be aware of others when riding

## SUCCESS CRITERIA

- » I can ride in a group
- » I can signal to turn
- » I can perform a rear head check while riding
- » I can respond safely while riding to the actions of others around me

## AUSTRALIAN CURRICULUM LINKS

- » Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)
- » Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80)
- » Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMPO83)
- » Evaluate and justify reason for decisions and choices of action when solving movement challenges (ACPMPO87)

## EQUIPMENT AND PREPARATION

Bikes

Helmets

Cones/markers to outline square  
Activities can be done on any flat surface e.g. basketball court, school hall, quadrangle etc

Set up a rectangle approx 20 metres long x 2 metres wide with cones/markers

## TUNING IN

In this lesson we will be revising the core skills of signalling to change direction, rear head checks and group cycling. Today's lesson is important as the emphasis is on safely changing direction and being aware when there are multiple cyclists riding together or if you are riding on a road.

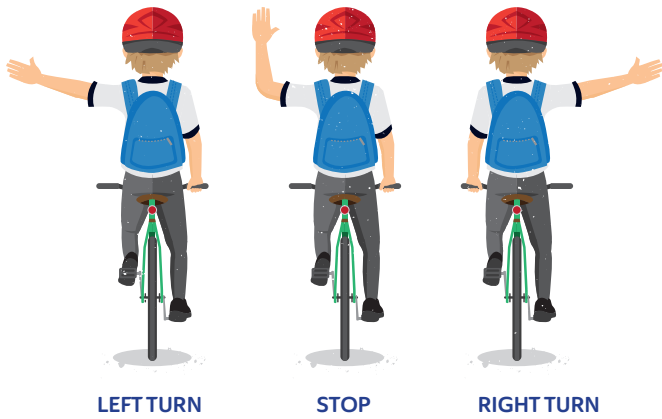
Students should complete Quick Quiz 3 at the start of the lesson. As a group discuss with students what they think are the key elements or messages relating to these skills.

## SKILL DEVELOPMENT

### Teacher or confident student to demonstrate:

- » Signalling left and right (see page 2)
- » Stop signal (see page 2)
- » Rear head check (turning head over your shoulder to see what's behind you)

## BASIC CYCLING SIGNALS



### Signalling instructions

**WHILST MAINTAINING A STEADY AND CONTROLLED PACE ON THE BIKE THE CYCLIST:**

- » Extends the left arm to signal a left hand turn
- » Extends the right arm to signal a right hand turn
- » Extends arm to the side and bent at the elbow with hand pointing to the sky to signal a stop

### Rear head check instructions

**Rear head checks should be done before mounting and dismounting your bike, turning and stopping.**

**WHILST MAINTAINING A STEADY AND CONTROLLED PACE ON THE BIKE THE CYCLIST:**

- » Looks over right shoulder to check for any other cyclists or traffic
- » Looks over left shoulder to check for any other cyclists or traffic

## SAFETY FIRST

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First Worksheet.

### ACTIVITY 1: FOLLOW THE LEADER

With a partner (or in small groups) ride at a moderate speed around the space provided.

The leader needs to be aware of other riders. As they ride around other groups, the leader chooses to turn left, right or stop.

The leader should complete correct hand signals to let other riders know what they are doing.

The riders following have to copy the leader's instructions, maintaining a safe distance at all times.

Change leaders after 2-3 minutes.

### ACTIVITY 2: HANDS UP, HANDS DOWN

This activity aims to build students' confidence in looking back to check for danger whilst riding forward.

Set up cones in a rectangle of 20 metres long by 2 metres wide.

A teacher or student stands in the middle of the rectangle.

Students slowly circle the rectangle on their bikes. After they pass the teacher/student in the middle by 2-5 metres they are to perform a rear head check and identify if the teacher/student has their hands up or down.

After 4 loops, students switch direction so they have to look back over their other shoulder.

### ACTIVITY 3: CHANGING LANES

Create two 'lanes' using cones/markers. The inside lane is for slow riding and the outside lane for fast riding. Set up markers at different points along the lane, where the slow rider must change to the fast lane and the fast rider switches to the slow lane.

The inside rider must perform a rear head check and make a decision about whether it is safe to change lanes.

The fast lane rider needs to be aware of the inside slow lane rider and ready in case they make a bad decision and pull out in front of them.

In this scenario the fast rider is simulating a faster moving passing vehicle, usually on the right of the rider. A variation could also include the slow lane rider turning right across the fast lane 'traffic' from behind and coming from head on.

#### ACTIVITY 4: THE STALKER

This activity is to be completed riding at a low to moderate speed.

Select a large space for this activity, about 12 riders to a basketball court size area. You could also use a large area such as an oval. If your space is not large enough to accommodate all students riding, divide the group in half.

Students begin riding around the space you have marked out with cones.

Allocate 3 students as spotters. The spotter's job is to identify any students that are not signalling to change direction.

If a student is caught not signalling when changing direction they have to ride to one of the spotters, get off their bike and perform a physical task (e.g. star jumps, push ups etc).

While the students are free riding they need to move in behind another student without being noticed. Students see how long they can ride behind without being noticed.

Make sure students keep a 2 bike length distance between themselves and all other students riding.

If a student performs a rear head check and they spot someone following them, that person must then find another student to follow.

#### ACTIVITY 5: LOOK BACK

The aim of this activity is to build students' skills in identifying hazards that come from behind when entering a road from a shared path or footpath or crossing lanes of traffic to make a right turn.

Set up a line of witches hats with a designated section to turn right at. A teacher/student should stand 10 metres back from right turn area.

The teacher/student will be signalling to the students who are riding. Arms in the air = unsafe to turn; arms down = safe to turn.

Students ride past the teacher/student. Before they arrive at the turn right area they are to look back and confirm they are receiving the all clear signal.

#### REFLECTION

Review group riding, signalling and rear head checks.

#### ASK STUDENTS:

- » Why do we need to perform hand signals?
- » Why do we need to be able to look back whilst riding forward?
- » Why do we need to be aware of what is around us when riding?
- » To log back on to the online portal and tick off the skills they have practised and complete Quick Quiz 4 to finish Project 2.
- » To play the Hazards Game via the online portal