

# Project 2: Bike skills

## Learning intentions

### We are learning to:

- Ride a bike with control
- Ride safely in a group

## Success criteria

- I can use my “power pedal” to start riding a bike
- I can use brakes to stop a bike with control
- I can keep a safe distance between me and the rider in front
- I can work cooperatively with others

## Australian Curriculum links

- Practise specialised movement skills and apply them in different movement situations (ACPMP061)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

## Equipment and preparation

- Bikes
- Helmets
- 1 cone/marker between 2 students
- Activities can be done on any flat surface e.g: basketball court, school hall or quadrangle.

## Tuning in

Explain to students that in this lesson we will look at the role of and how to use the “power pedal” and brakes. We will also look at how to control our bikes when riding in groups.

Students should complete Quick Quiz 3 via the online portal.

## Skill development

Teacher demonstration of:

1. The “power pedal”
2. Controlled braking



### Power pedal instructions

The “power pedal” position allows the cyclist to have the most powerful first pedal stroke, resulting in a smoother and faster start

- Identify dominant foot (same side as the hand you write with)
- Align pedal of dominant foot with bike frame down tube
- Place dominant foot on the pedal
- Transfer weight and drive the pedal down

### Controlled braking instructions

- Apply both brakes (if the bike has front and rear brakes)
- Shift your weight over the rear tyre
- Place one foot onto the ground when stopped
- Have the other foot ready to go on the “power pedal”

## 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 “Power pedal”

1. Put students in pairs with one cone between each pair.
2. Students without a bike, line up on one side of the basketball court near their cone. Students on bikes line up opposite their partner and cone on the other side of the court.
3. On teacher’s instruction:
  - Students push their “power pedal” down and coast across the area on their bike towards their partner.
  - Students use their brakes to stop the bike’s front wheel as close to their cone as they can without hitting it.
  - Reinforce correct stopping procedure covered in the skill development demonstration.
4. Non-riding partner gives the rider feedback and then swap roles. Give students multiple opportunities to practice this activity.

### Activity 2 Group riding

1. Discuss that a minimum safe distance is two bike lengths between you and the rider in front.
2. Ask student volunteers to stand in front of the class holding their bikes separated by two bike lengths.
3. Ask students to start riding around the outside of the area being used (e.g. basketball court) in a single file.
4. Students are to leave at least two bike lengths between them and the rider in front.

### Challenge

Further challenge confident students by asking them to complete different actions while they are riding around the area, eg. one hand off handlebar, wave, high 5, stop immediately on signal/whistle



### Note

*This is not a race, the emphasis is on students being able to control their speed to maintain a safe space between them and the rider in front. As they ride around assess students' riding confidence. This initial bike task allows the teacher to identify the skill level of students. For students with very basic bike handling skills, keep practical activities simple and slowly build up to more challenging tasks (see Extension Activities for Confident Riders).*



### Reflection

Review “power pedal” and braking. Discuss any issues that came up during the lesson.

Ask students:

- How did it feel starting in the “power pedal” position compared to pushing off with your feet?
- Who could stop closely to their cone after coasting?
- Why is it important to be able to stop when and where you want to?
- To share stories of things that have happened to you when you couldn’t stop.
- Were you able to maintain a safe distance between you and the rider in front? What made it hard?

Discuss hand signals as a lead into the next practical lesson.

### Thumbs up/down activity

Ask students how they feel they went with the “power pedal”:

- Thumbs up = got it
- Thumbs down = help needed
- Thumbs sideways = getting there but still need a little more practice.

Ask students to log back onto the online portal and tick off the skills they practised and complete Quick Quiz 4 to finish Project 2.