

Project 3: Bike control

i Learning intentions

We are learning to:

- Use signals to warn others of our intentions on our bike
- Check for hazards behind us while riding

✓ Success criteria

- I can signal left and right turns on my bike
- I can signal that I am going to stop my bike
- I can perform a rear head check while riding
- 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
- Mark the course with cones and chalk (see diagram over leaf)
- Red, green and yellow hoops

Tuning in

Explain to students that in this lesson we will look at the ways we can use our hands to signal to others (pedestrians, bike riders, cars etc) our intention to turn or stop our bike. We will also learn and practice how to perform a rear head check while riding forward to check for hazards behind us.

Ask students to complete Quick Quiz 5 via the online portal.

Skill development

Teacher demonstration of:

- Signalling left and right (see below)
- Stop signal (see below)
- Rear head check (turning head over your shoulder to see what's behind you). Rear head checks should be done before mounting and dismounting your bike, turning or stopping.

Basic cycling signals



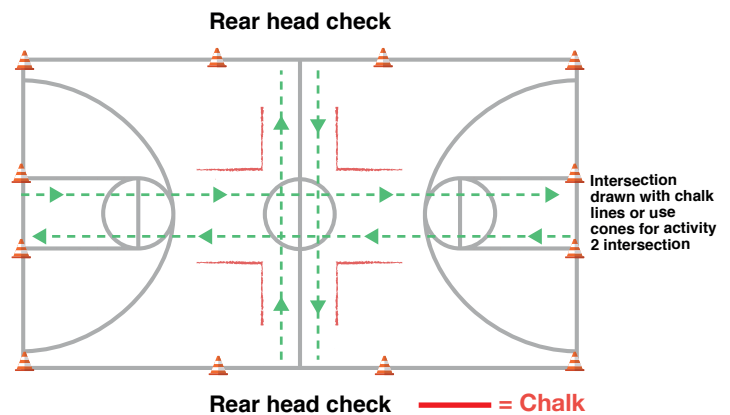
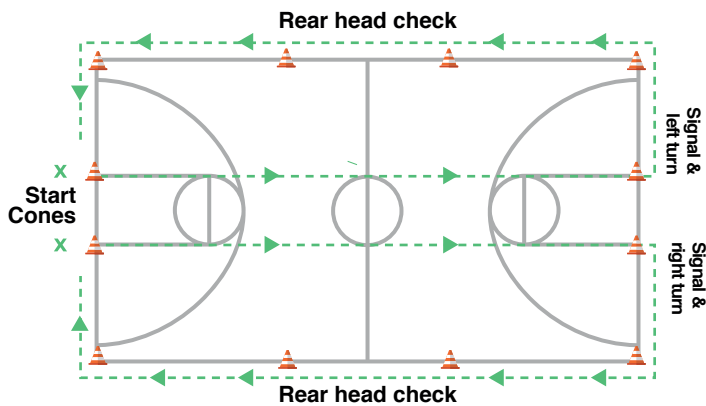
Left turn

Stop

Right turn

⚠ 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

Activity 1 Head checks and signalling

1. Students line up with bikes in two equal groups behind start cone at "X".
2. On teacher's signal students ride in a straight line (check for "power pedal" when starting off and keep 2 bike lengths), perform a head check in the "head check zone" and signal left or right prior to reaching the end cone.
3. Students then "peel off" and join the end of the opposite line.
4. If students are sharing bikes, the teacher can use selected non-riders to stand to the side and at the back of the rear head check zone to "test" riders as they perform their rear head check (eg. hold up a certain number of fingers, coloured cards, pictures and have rider shout out the number/colour/picture).
5. Alternatively, non-riders can observe their partner performing rear head check and signals and provide them with feedback prior to swapping roles.
6. Give students multiple opportunities to practice this activity.

Activity 2

Activity 2 Intersection game

1. Teacher explains the set-up of the "intersection" in the Activity 2 course.
2. Demonstrate entering and exiting the intersection and the concept of giving way to the right.
3. Students free ride around the course and enter the intersection when they like.
4. Ensure students maintain the safe distance of two bike lengths to the rider in front of them and perform rear head checks prior to and signal when turning.
5. Partners can be used as observers, pedestrians, "lollipop men/ladies" – be as creative as you like! Then swap roles.



Note

This activity provides an opportunity for the teacher to assess the students competence with skills covered so far – "power pedal", braking, signalling, rear head check and basic bike control – and plan additional lessons and/or activities for those students requiring further practice or consolidation of skills covered.

Reinforce to students that it is not a race but rather an opportunity for them to practice skills covered.

Reflection

Review signalling and rear head check. Ask students:

- How did the intersection game go? What worked / didn't work?
- What happened if the person in front of you didn't signal?
- To discuss when a rider would use signalling and why.
- To log on to the online portal and complete Quick Quiz 6 to finish Project 3.

Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

Green = confident

Yellow = developing confidence

Red = not confident