

Lesson 3: Getting on the bike

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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.



SUGGESTED STAGE

While this Unit is designed for Years 1 and 2 (age range 6-9 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 third of eight lessons for Unit 1 – Becoming a bike rider.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to outline correct and safe bike fit.
- For students to test their balance on the bike.



SUCCESS CRITERIA

- Perform a correct bike fit.
- Straddle a bike whilst shifting balance from one foot to another.



EQUIPMENT

Bikes (at least one between two), helmets, helmet fit guide and bike fit guide, cones.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



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).

CONTENT DESCRIPTORS (HPE)

Foundation

VC2HPFM02 explore different ways of moving their body safely when manipulating objects and moving through space.

VC2HPFM01 practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings.

VC2HPFM03 Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active.

VC2HPFM05 cooperate with others when participating in physical activities.

Levels 1 and 2

VC2HP2M01 practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settings.

VC2HP2M02 investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectiveness.

VC2HP2M03 participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyable.

ACHIEVEMENT STANDARD (EXTRACT) (HPE)

Foundation

By the end of Foundation, students:

- apply fundamental movement skills to manipulate objects and space in a range of movement situations. They recognise the benefits of being physically active.

Levels 1 and 2

By the end of Level 2, students:

- apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively. They describe factors that make physical activity safe and beneficial.



LEVEL F – 2 RUBRIC: BIKE ED

By the end of Level F	Progressing towards Level 2	By the end of Level 2
Students can identify the components needed for safe bike riding.	Students can safely fit a helmet and perform a ABCD bike check.	Students can describe how to safely fit a helmet and do a safety check to assist others.
Students can safely stop the bike when travelling at low speed.	Students can use both brakes to safety and smoothly stop the bike.	Students can use both brakes to safety and smoothly stop the bike in a group situation.
Students can balance, push and glide on a bike.	Students can start to ride from a stationary position and ride in a line.	Students can use power position to start. Students can perform controlled turns on their bike at various speeds.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Tuning in activity. Keys to being safe on a bike.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students brainstorm different ways to stay safe when riding a bike:

- What safety checks do we need to do before we get on our bike?
- What are some of the things we can do to stay safe while riding?

Each group shares a response with the class.

Teaching Points

Key elements include:

- Wearing a helmet that fits correctly
- Suitable clothing and footwear
- Doing the ABCDE bike check
- Riding at a safe speed
- Keeping safe distances from other riders
- Communicating intentions
- Listening to instructions
- Staying alert and aware
- Having a safe attitude

Key Questions

Why do we need to stay safe?

Activity 1. Safe clothing and attitude check.

Approx. 5 minutes

Resource Requirements

N/A

Safety

N/A

Activities & Differentiation

Students, with a partner, will check:

- Clothing is bright coloured, for good visibility.
- Long pants are close fitting at the base, to stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.

** 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.*

Attitude check

What do we need to do in Bike Ed?

- Try your best, have fun, respect others.

Teaching Points

Start the sessions with a reinforcement that students are safe, and they are mentally prepared for bike riding.



Activity 2. Helmet fitting revision.

Approx. 5 minutes

Resource Requirements

Helmets and helmet fit guide.

Activities & Differentiation

Demonstrate how to put on the helmet using the two fingers method, display the helmet fit guide prominently.

- Two fingers over the eyebrow.
- Use the dial (or rear strap) to tighten over the head.
- Two fingers in a V following the strap under the ears.
- Two fingers fitting snugly under the chinstrap.

Students should work in twos or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teach will check it.

Progressions

Experienced riders can help others.

Safety

If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.

Teaching Points

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

It is just as important for the helmet to fit correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

Key Questions

What's the first thing we should do when we are about to go for a ride?

- Put on a helmet!

Activity 3. Simon says: Bike parts.

Approx. 5 minutes

Resource Requirements

Bikes (approximately one between 2-3 students).

Activities & Differentiation

Students in groups of two or three, with each group having access to a bike.

Teacher leads a game of 'Simon Says' where each student must point to the correct part of the bicycle, as directed by the teacher, e.g., "Simon says, touch the brake levers, etc."

Inclusion Tips

To promote inclusion and learning for students with cognitive or coordination challenges, consider giving a 3 second delay after calling the bike part and then touching it yourself, so that the student can mirror your action and learn to associate the part with the name.

Safety

- Ensure bikes are safely on their stands.
- Students must be careful not to put their hands next to moving parts in the bike.

Teaching Points

Parts of the bike may include:

- Seat
- Wheels
- Tyres
- Pedals
- Chain
- Handlebars
- Frame
- Brake lever
- Anything else the teacher feels may be helpful.



Activity 4. Does my bike fit?

Approx. 5 minutes

Resource Requirements

Helmets (at least one between two), bikes and bike fit guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Make sure that students can help each other balance when fitting the bikes.

Activities & Differentiation

Using the bike fit guide sheet, run through the checklist for fitting a bike as a group:

1. Frame – approx. 5cm from crotch to top tube when straddling the bike while standing.
2. Seat – when sitting on the bike, the rider can just touch the ground with their tippy toes
* Note that new riders may need their seat lower until they gain more confidence and balance. Safety is the first priority.
3. Handlebars – when sitting on the bike, the rider should be leaning slightly forwards when gripping the handlebars.

Demonstrate the normative way to get on to the bike: Swing leg over the rear tyre when mounting the bike.

* Note that students with step-through bikes may prefer to step through the frame rather than swing their leg over the rear tyre. In particular, students who wear religious or cultural garments may require this option. Riders of adaptive bikes, or those with other physical limitations, may also have their own method of mounting and dismounting the bike.

Go through the students and adjust the bikes as necessary, especially the seat height.

Teaching Points

The bike may be safe, but it may not be suitable for a particular person to ride it. It may be too big, small, or it may just be uncomfortable. Adjustments may be necessary.

A correctly fitting bike is important because otherwise the bike will be:

- Tricky to ride, which is unsafe. You'll fall off it a lot.
- Exhausting to ride, which means you'll get tired more quickly.

Make sure that students mount the bike by swinging their leg over the rear tyre, not the top bar. (with exceptions as listed)

Key Questions

- Why won't the same bike be suitable for everyone?
- Everyone is different. We are all different sizes.

Activity 5. Balancing on the bike.

Approx. 10 minutes

Resource Requirements

Bicycles (at least one per two students) and helmets (one per student).

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Balancing on the bike only requires a gentle rocking from side to side, rather than taking both feet off the ground. The aim is to be comfortable with the bike movement rather than stationary balance.
- Ensure students on bikes are given ample room in case they lose balance.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Activities & Differentiation

Start with good bike posture whilst sitting on the saddle and standing on tip toes.

1. Balancing on one foot:
 - a. Lift one foot off the ground and place on the pedal. Support your weight with the opposite foot.
 - b. Remove foot from the pedal and place it on the ground, returning to bike posture.
 - c. Repeat this for the other foot
 - d. Repeat for each side until comfortable
2. Rocking the bike from side to side:
 - a. Lift one foot just off the ground. Support your weight with the opposite foot.
 - b. Shift your balance from one foot to the other by rocking the bike.
 - c. Repeat until comfortable.

Modifications

If the student is having difficulty doing this, have them start by straddling the top bar and practice rocking the bike from side to side with both feet on the ground.

Some students may also prefer to lower the seat for this activity until they are comfortable balancing and are able to raise the seat again.

Progressions

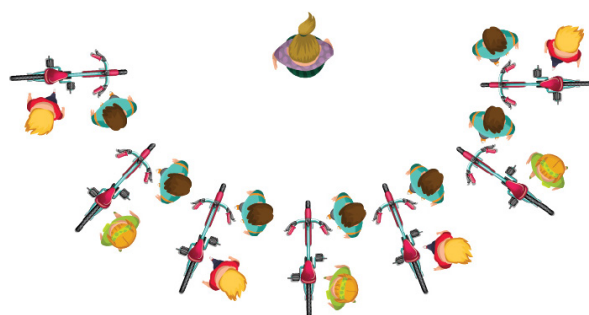
If students are very comfortable, have them try to lift both feet just off the ground simultaneously.

Teaching Points

The keys to this activity are that the student feels confident and safe to have the bike between the legs. Then being confident with only one foot on the ground, before feeling confident to rock the bike back and forwards. Students will find it difficult unless they are confident with the previous step.

Key Questions

When was it easiest to balance?



Activity 6. Walking whilst on the bike

Approx. 10 minutes

Resource Requirements

Bicycles and helmets (one per student) and cones.

Activities & Differentiation

Pushing off from the ground

Students are to straddle the bike, just as they did during the Bike Balancing activity and line up on one line, as per the diagram.

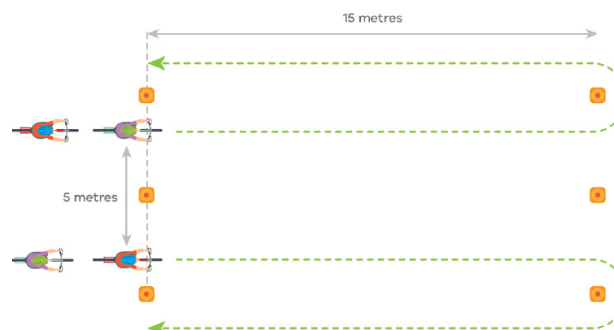
When instructed, students will run their bikes from one line to the other, 15 metres away. This will help the students develop bike control and balance.

Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop, then return around the outside back to the beginning.

Safety

- Riders should maintain distance from each other.

Activity setup



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Continue until students feel comfortable.

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast lane or gliding lanes.

For students who are struggling with this activity, you can remove the pedals to convert the bike to a "balance bike" so that they can push along without striking the pedals with their ankles. This will help them develop their balance and confidence, without the fear of being hurt by the bike. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

Progressions

If students are comfortable, have them push off and glide, balancing with a foot on the pedals.

Teaching Points

This is to have students become accustomed to moving whilst in the riding position.

It is easier to balance when the bike is moving faster. Encourage them to move more quickly but don't push if they are uncomfortable. Confidence will come as they become more comfortable.

Key Questions

When is it easiest to balance?

- When the bike moves faster!

Reflection & closure

Approx. 2 minutes

Activities & Differentiation

- How do we put our helmets on?
- How do we tell if our bike fits?

Thumbs up/down/sideways: Who thinks they know how to balance and move on a bike?

Teaching Points

Recap correct helmet fitting, bike fit, and general safety.

Key Questions

- What else do we need to do to stay safe on a bike?

