

# Lesson 1: Getting ready to ride on paths

.....

## 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).



### SUGGESTED STAGE

While this Unit is designed for Years 3 and 4 (age range 8-11 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 first of ten lessons for Unit 2 – Getting ready to ride on paths.  
Suggested lesson duration: 45 minutes.



### LEARNING INTENTIONS

- For students to be able to categorise how to safely participate in Bike Ed (safe bike and equipment).
- For students to demonstrate the safe use of brakes.



### SUCCESS CRITERIA

- Recall how to perform a ABCD safety check.
- Explain how to safely fit a helmet.
- Describe safe bike riding clothing.
- Stop the bike safely and in control by slowly applying pressure on the brakes.



### EQUIPMENT

Video projector, worksheet, pens, bike parts poster, bicycles, helmets.





## 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). For more information please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).

## CONTENT DESCRIPTORS

### (Geography)

**VC2HG4S02** locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

### (HPE)

**VC2HP4M01** practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

**VC2HP4M02** practise and apply basic movement strategies to achieve movement outcomes.

**VC2HP4M03** demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

**VC2HP4M06** participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

**VC2HP4M10** perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

## ACHIEVEMENT STANDARD (EXTRACT)

### (Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

### (HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



## LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

*Continued overleaf.*



## LESSON PLAN

### Unit 2 Lesson 1: Getting ready to ride on paths



#### LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

#### Tuning in activity. Brainstorming and introduction.

Approx. 5 minutes

##### Activities & Differentiation

What do we know about bikes?

Teacher led introduction:

- What do we know about bikes?
- Why do we ride bikes?
- What do we need to know to be able to ride bikes?

What did we learn last time we did Bike Ed?

- Parts of the bike
- Safety
- Balancing and starting
- Turning
- Slow riding

Introduction to Bike Ed

Teacher briefly talks about the things that we're going to learn:

- Riding in a group
- Road rules
- How to ride on paths
- How to look for and avoid hazards
- How to plan a safe ride
- We will finish with a bike ride outside of school

Because we finish with a ride outside school, hand out permission forms for this excursion.

##### Teaching Points

Emphasise the benefits of cycling:

- Physical activity
- Getting fitter and stronger
- Riding, instead of driving, helps the environment
- Activity to share with friends
- Fun!
- Freedom and independence
- Can get places further away and faster than walking
- Low cost

We need to know:

- What to wear and how to wear it, helmets, etc.
- If the bike is safe to ride
- Where to ride
- Rules for riding safely
- Parts of the bike

Introduction to Bike Ed

This Bike Ed program will help you go from being able to ride a bike, to being able to ride it to places on paths. Attitude is about trying your best, having fun, respecting others.

##### Key Questions

- What is different about riding on paths rather than riding in the park?



## LESSON PLAN

### Unit 2 Lesson 1: Getting ready to ride on paths



#### Activity 1. Bike Ed revision.

Approx. 15 minutes

##### Resource Requirements

Video projector. Bike Ed introductory video.  
Parts of a bike worksheet, parts of a bike poster, and what makes us safe worksheet, pencils.

##### Safety

N/A

##### Activities & Differentiation

###### Benefits of bike riding: Video

Show the Bike Ed introductory video.

- This will include an overview of people riding bikes, what they are doing whilst riding bikes and the benefits of bike riding.
- The video is available online.

Think/pair/share of the last time you were on a bike.

###### Worksheets – revision

Display a poster of the bike parts to help students remember.

Hand out worksheets.

- This will cover the parts of a bike.
- The second part will cover the things that make us safe on bikes.

##### Inclusion/extension activity

An alternative type(s) of bike, such as an adaptive cycle, may be used as an example relevant to the student audience.

##### Teaching Points

Whilst riding bikes is fun, it is also a great way to go places that you want to go.

##### Key Questions

Where are some places near you that you could ride to?

##### Worksheets - Revision

There are some key things that we need to do before we get onto bikes in Bike Ed.

- Safety (Helmets, Bikes, Clothing)
- Attitude
- Understand why we ride
- Knowing the bike

##### Key Questions

Why should we know this information before we ride our bikes?

#### Activity 2. Safety.

Approx. 13 minutes

##### Resource Requirements

Helmets (at least one between two), helmet fit guide and Bike Ed safety demonstration video.

##### Safety

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

##### Activities & Differentiation

What do we need to do to be safe?

Show the Bike Ed safety demonstration introduction video (available in online resources).

###### 1) Helmets

We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work. Demonstrate how to put on the helmet using the two fingers method, with some copies of the helmet fitting guide displayed prominently.

##### Teaching Points

###### Helmets

We must always wear a helmet when on a bike because it protects our head and our very important brain. Just as important is for the helmet to be fitted 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



## LESSON PLAN

### Unit 2 Lesson 1: Getting ready to ride on paths



- 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, with side clips just under the ear (check they are not down around the clasp).

- 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 teacher will check it.

#### 2) Safe clothing for riding

One of the best ways to be safe is to dress properly.

1. Helmet
2. The right shoes
3. Brightly coloured clothing
4. No loose clothing

Explain how each of these is important.

Have students check each other's clothes to see if they're OK.

What things should be improved?

*\* 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](mailto:bikeed@transport.vic.gov.au).*

#### 3) Safe attitudes

##### Ground rules for Bike Ed:

- Ride at a speed where everyone is comfortable.
- You may only ride when you have all the following:
  - A safe helmet
  - A safe bike
  - Safe clothing and shoes, and
  - A safe attitude.
- If the whistle is blown then everyone must stop immediately, wherever they are.
- **Try your best, have fun, respect others.**

*Everyone has a right to feel safe during Bike Ed.*

#### 4) Safe bike

Bikes need to be safe to help us ride safely.

We will look at this more in a future class.

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!

#### Safe clothing

1. An approved helmet
  - Protects your head in a crash.
2. Non-slip, closed toe shoes
  - So that you don't slip on the pedals or ground when you stop.
3. Bright clothing
  - So that other road users can see you on the footpaths and roads.
4. No loose clothing
  - So that it does not get caught in moving parts of the bike

#### Key Questions

Why is it so important to protect our head?

Why should we be dressed so brightly?

#### Attitude

Having a safe attitude is most important on a bike. It means that we make good decisions that stop us being in dangerous situations.

Riders should ride 'defensively'. This means that they should have the attitude of avoiding danger first and foremost, rather than going quickly.

When we ride our bikes, going quickly is not important. We are aiming to ride safely.

Riding safely is more important because our bodies are squishy and soft and easily damaged in a fall or collision, and the road or cars etc. are not.

#### Key Questions

Why do we need to ride with a safe attitude?



## LESSON PLAN

### Unit 2 Lesson 1: Getting ready to ride on paths



#### Activity 3. Brakes.

Approx. 10 minutes

##### Resource Requirements

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

##### Activities & Differentiation

###### Instruction of how to use the brakes

Students need to understand if their bike have hand brakes, foot brakes or both.

Students should be in groups of 2 or 3 with a bike for each group.

- Each group will check if they have a hand brake by looking for the hand brake lever.
- Each group will check if they have a foot brake by pushing the pedals backwards and seeing if the pedal keeps moving (no footbrakes) or stops (has a footbrake).

Demonstrate the correct use of a handbrake, which should be copied by the students.

- Holding the handlebars with two fingers on the handbrake lever
- Slowly and steadily pull the handbrake lever.
- Do not pull as hard as possible, as this will result in a sudden, uncontrolled stopping, possibly resulting in a fall.

###### Walking the bike

Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands.

- Hands will have two fingers on the brake lever
- Use the front brake (right lever) first. If there are two brake levers, they should use the front brake lever (right hand side) primarily with support from the rear brake lever (left hand side)
- Using a 'buffer zone' when walking the bike. Keep your legs out of the buffer zone (i.e., the pedals).

On the teacher's instruction, students slowly pull the brake lever to stop the bike.

- Repeat this several times so that students get a feel for the brake forces as they walk.
- Provide one or two opportunities to pull the lever very hard. Have the students note how quickly the bike stopped and how rough it was, so that they know that this is a dangerous way to stop.

##### Safety

Ensure that other students are clear of the bikes as they are being pushed around.

Bikes to be walked slowly around.

##### Teaching Points

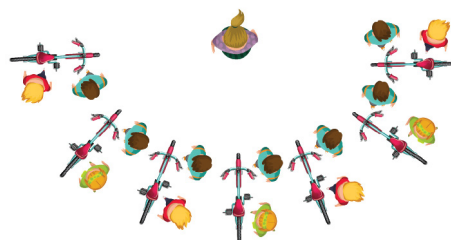
Brakes are used to slow the bike down. There are different types:

- Hand brakes.
- Foot brakes.

Brakes need to be pressed smoothly to ensure we keep control of the bike as it slows.

The aim is to provide students with a familiarity and a feel for the brakes.

For students that also have a footbrake, walk the bike and push the pedal backward. Students should note the braking from pressing the footbrake.



##### Key Questions

Why don't we pull the brake as hard as possible to stop as quickly as possible?





## LESSON PLAN

### Unit 2 Lesson 1: Getting ready to ride on paths



#### Optional. Quicksand game.

Approx. 5 minutes

##### Resource Requirements

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

##### Activities & Differentiation

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

##### Safety

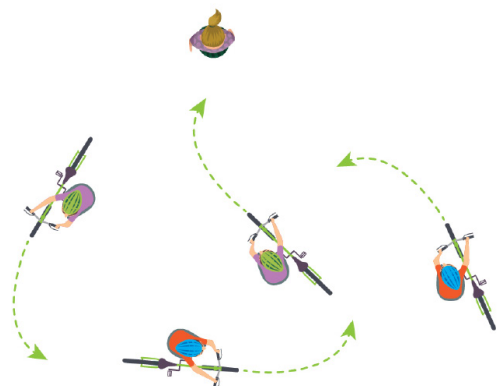
Ensure that students do not go too quickly and maintain space to other bike riders.

##### Teaching Points

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

##### Key Questions

What happens if we grab the bike brake too quickly?



#### Reflection & closure.

Approx. 2 minutes

##### Activities & Differentiation

What do we need to do before we start riding?

- A safe helmet,
- A safe bike,
- Safe clothing and shoes, and
- A safe attitude.

Thumbs up/down/sideways: Are you excited to be doing the Bike Ed program?

##### Teaching Points

Three important parts of safety: I am safe, the bike is safe, and I have the right attitude to be safe.

##### Key Questions

What activities do we do to make ourselves safe (clothing, helmet check) and our bike safe (ABCD check)?

