LESSON PLAN

Unit 1: Becoming a bike rider

Lesson 4: Balance and moving

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 fourth of eight lessons for Unit 1 – Becoming a bike rider.
Suggested lesson duration: 45 minutes.

LEARNING INTENTIONS

- For students to demonstrate a Bike safety check.
- For students to move in a controlled manner whilst on the bike.

SUCCESS CRITERIA

- Perform an ABCD bike check.
- Move the bike whilst straddling, using a foot to push and glide whilst seated.

EQUIPMENT

Helmets and bikes (at least one between two), cones, ABCD check guide, helmet fit guide.

LESSON PLAN

Unit 1 Lesson 4: Balance and moving

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 4: Balance and moving

Tuning in activity. Revising bike parts knowledge.

Approx. 3 minutes

Activities & Differentiation

What were two of the parts of a bike we identified last week?

- Tell your partner and pick the two best ones from your group to share with the class.

Discuss with students what each part is used for.

In particular, ensure pedals and brakes are discussed as a lead-in for the activities to follow.

Teaching Points

Parts of the bike may include:

- Seat
- Wheels
- Tyres
- Pedals
- Chain
- Handlebars
- Frame
- Brake lever
- Anything else that was covered last week

Key Questions

What are these parts used for?

Activity 1. Helmet, clothing & attitude check.

Approx. 5 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.
- Ensure bike seats are at the appropriate height for the student.

Activities & Differentiation

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are study, close toed and non-slip, for stopping and protection.
- Students will put on their own helmets.

** 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

Try your best, have fun, respect others.

Teaching Points

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

If we aren't dressed properly then we can't be seen easily, so someone might run into us.

Key Questions

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?

Activity 2. Bike safety check.

Approx. 5 minutes

Resource Requirements

Bikes (one per small group), and ABCD check guide.

Safety

- Only a very small drop when checking for anything loose. Only about 5 cm.

Activities & Differentiation

ABCD bicycle check

The ABCD (air, brakes, chain, drop) check is a quick check to ensure that our bike is safe to ride on. We check the most important parts of the bike.

Distribute the ABCD check guide. Each student completes a check of their bicycle, as led by the teacher.

The ABCD check is as follows:

A. Is there air in the tyres? Squeeze the tyre walls.
B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
C. Does the chain move smoothly? Inspect the chain and move the pedals.
D. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).
E. You may also choose to add "E" for handlebar Ends: check that the end caps at the ends of handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Teaching Points

We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.
We will be checking that the bike is safe to ride on each riding class, so this will be reinforced.

Key Questions

Why do we need to check that our bike is safe to ride?

Activity 3. Gliding.

Approx. 15 minutes

Resource Requirements

Bicycles, helmets and cones.

Safety

- Riders should maintain distance from each other.

Activities & Differentiation

Pushing off from the ground

- Students are to straddle the bike, sitting on the seat, 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, 10 metres away, braking and helping to develop the feel of balance.
- Once they reach the other line, they are to apply the brakes in a controlled way until the come to a complete stop.

Continue until students feel comfortable.

Activity Setup

Gliding on one pedal

Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot.

As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop.

- Students struggling to start gliding with one foot on a pedal may choose to push off and roll first, and then put one foot up onto a pedal once the bike is moving.
- Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal.
- More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes.

Continue with this until students are comfortable moving with at least one foot off the ground.

Modifications

If students are struggling, they may walk their bike to the end whilst straddling it.
You can also try removing the pedals to convert the bike to a "balance bike" so that they may push along without striking the pedals with their ankles. This will help them develop their balance. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

Inclusion

Students needing more assistance with balance or coordination may require equipment modifications, adaptive bicycles or other assistive technology. For more information and resources, please email bikeed@transport.vic.gov.au.

Progressions

If students are comfortable, have them attempt to reach the end using the minimum number of pushes they can.

Activity 4. Traffic light riding.

Approx. 10 minutes

Resource Requirements

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

Safety

Students must maintain at least two bike lengths distance to other bike riders.

Activities & Differentiation

Use the same lanes from the previous activity.
Students can walk, glide or ride before returning back to the beginning around the outside.
Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes. This ensures that all students are included in the activity and have an opportunity to participate and develop their balance and stopping skills.

Activity Setup

Teaching Points

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding or gliding speed is not too high.
Communication is important, so ensure riders are calling out clearly.

Unit 1 Lesson 4: Balance and moving

Progressions

Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.

Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don't feel safe.

Optional. Hit the spot game.

Approx. 5 minutes

Resource Requirements

Helmets, bikes, and non-slip ground marking.

Safety

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

Activities & Differentiation

Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.

- Cones may be used to set up 'gates' to ride through, if ground markings are not available. Make wider gates for novice riders.

The setup and structure is as per the previous 'Straight line riding' activity. Students can walk, glide or ride through the course, depending on their level of development.

Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'Hit!'
Each student will count the number of 'Hits' that they achieve during the time period.

Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

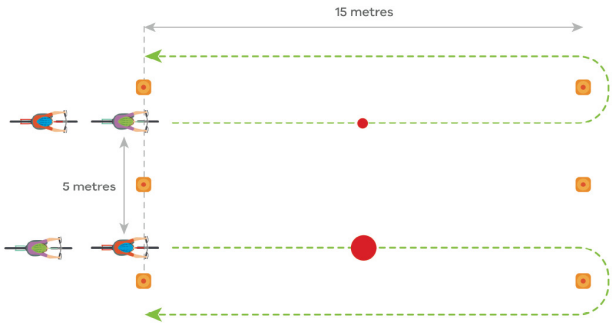
The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).

Progressions

For more skilled and confident riders, add more markers to the area for them to hit.

- Different coloured markers may have different points allocated, or level of difficulty assigned. Students may aim for the same colour markers while avoiding others.

Activity Setup



Teaching Points

The focus of the game should be to apply the move in a controlled manner.
Students should focus on control, rather than speed.

Key Questions

How did you steer the bike to make it as easy to hit the mark as possible?

- Slow, smooth steering.

- Use chalk (if possible on the surface) to draw markers of different sizes and/or colours and allow students to choose which markers to aim for.
- To add fun and humour, you can use rubber squeaky dog toys as these make a noise when run over. Before using them, ensure they are soft enough to not cause the bike to wobble when run over. creating a hazard.
- Draw or place obstacles in the area that they must avoid whilst hitting the targets.
- Instruct students to roll over the marker with only their rear tyre instead of their front, or with both tyres.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

Who thinks they know how safe a bike is to ride, and how to check?
What were some of the bike parts that we used today?

Thumbs up/down/sideways: Do you feel confident gliding on a bike?

Teaching Points

Remind students of the components of the ABCDE bike safety check.

Key Questions

What other activities can we do to make ourselves safe?

- helmet, clothing and attitude check.