

Lesson 5: Straight line riding

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



LEARNING INTENTIONS

- For students to start riding from a stationary start.
- For students to maintain balance on the bike whilst moving.



SUCCESS CRITERIA

- Start riding from a stationary start using the 'power pedal' position.
- Ride in a straight line over a 10-metre distance.



EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, non-slip ground markings (for optional activity), helmet fit guide and ABCD check guide.



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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.



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Tuning in activity. Being safe on a bike around others.

Approx. 3 minutes

Activities & Differentiation

How did you stay safe while walking, gliding or riding your bike during the activities last lesson?

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

Are you excited about doing more riding today?

Teaching Points

Answers may include:

- Having a safe attitude
- Not going too fast
- Braking gradually and stopping smoothly
- Keeping a safe gap to the rider in front
- Communication with other riders

Key Questions

What might happen if we go too fast and are not in control of our bike?

Safety checks.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), helmet fit guide and ABCD check guide.

Safety

- Dropping the bike should only be from a very small height (approx. 5-10cm).
- 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

Helmet check

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 sturdy, 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.*

ABCD bicycle check

Each student completes a check of their bicycle, as led by the teacher. Use ABCD check guide. The ABCD check is as follows:

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.

We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.

Key Questions

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



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- 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 the handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Attitude check

Try your best, have fun, respect others.



Activity 1. Push race.

Approx. 5 minutes

Resource Requirements

Bicycles, helmets and cones.

Safety

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

Activities & Differentiation

Two lines are set up approximately 15 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines.
- If there is not enough space, break this into multiple groups one after another.

Students begin in the riding position, sitting on the seat with legs straddling the top bar and dominant foot on the pedal.

Upon the whistle, students will push themselves to the other line using their non-dominant foot without pedaling. Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are confident at gliding and balancing on the bike.

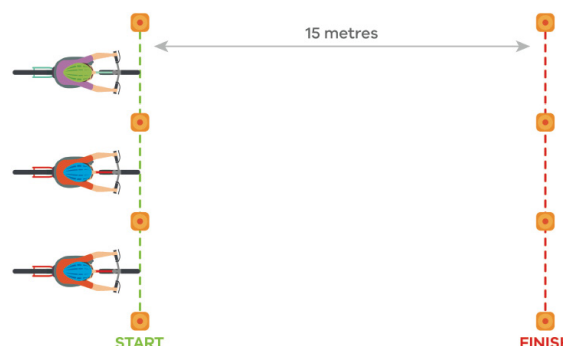
Modifications

Students struggling to push 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.

Progressions

Students who are confident with this activity can try to glide to the other side with as few pushes as possible, improving their score each time.

Activity Setup



Teaching Points

Students should straddle the bike to ensure that they are getting the feel for moving whilst on the bike. The students will be steering the bike using the handlebars. Steering should involve slow, smooth movements, rather than quick jerky ones. The pedal being used for balance should be at the six o'clock position, with the ball of their foot on the pedal.

Key Questions

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



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Activity 2. Starting on the bike.

Approx. 15 minutes

Resource Requirements

Bicycles, helmets (one per student) and cones.

Safety

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

Activities & Differentiation

Show students (and have them imitate) the 'Power Pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).

- To begin going forward, you need to put all your weight on the 'Power Pedal'.
- Just before you push off, you also need to look ahead to where you want to go. This is very important to gain momentum, maintain a straight line, and developing this crucial skill early in a rider's journey.
- Demonstrate the starting of the bike using the power pedal.

One pedal glide

Two lines are set up approximately 5 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another.
- Students try to reach the other line using only one power pedal and then a glide.
 - If the rider can't reach, they may then use their other foot to push them (as per the push race).
 - If riders are confident, have them glide as far as they can using only the power pedal.
- Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are comfortable using the power pedal.

- Students can also be encouraged to push away with their non-dominant foot against the ground as well, as if starting a scooter or skateboard.

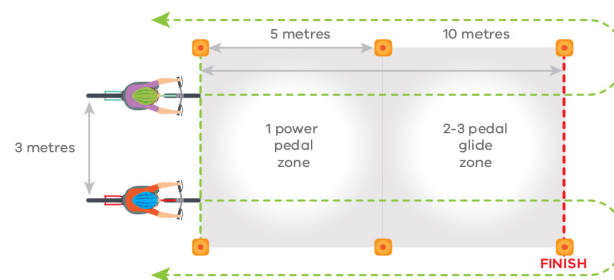
Two and three pedal glide

Extend the cones back to 10 metres.

As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones.

- If a rider is struggling to do a second and third pedal, go back to the one pedal glide until they build up more confidence before adding a second pedal.
- If students are struggling to maintain balance while trying to pedal (as weight shifts side to side while

Activity Setup



Teaching Points

Starting the bike is much like the gliding activity in the last activity. The difference being that, instead of pushing off the ground, you push using the pedal.

Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.

To move the pedal into "power position" place the toes of the dominant foot under the pedal and lift it up to the correct position. Note that students with foot-brakes will not be able to turn the pedals backwards and therefore won't be able to reset the pedal to power position.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

For students who are unsure of their dominant foot, have them stand with feet together and lean forward (as if falling), until they need to put a foot out to catch themselves. The foot they put out is their non-dominant foot; the other foot goes on the pedal to start.

The easiest way to do a 2nd and 3rd pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a really strong power pedal, as it will help make the riding easier.



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moving the feet), have them do a half pedal only and then glide with feet level – one forward and one back (3 and 9 o'clock). This pedal position helps stabilize the bike while the body learns to respond to the weight-shift of pedaling, and later forms the basis of the "ready position".

- If students are getting confident, challenge them to go as far as they can with two or three pedals.

Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside.

- Repeat this until students are comfortable doing multiple pedals consecutively.

Modifications

Any riders who are feeling very uncomfortable may wish to continue practicing gliding and pushing, whilst straddling the bike.

Progressions

Cones or markers can be added to weave around for very confident riders, if required. (as per the "Hit the Spot" activity in the previous lesson).

- Encourage students to keep looking ahead and NOT look down at their feet, as this assists with balance and keep moving forward in a straight line.

Key Questions

Why is it important to have a really strong power pedal?

- Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up.

Activity 3. Straight line riding.

Approx. 15 minutes

Resource Requirements

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

Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between groups.

Activities & Differentiation

Set up the riding lanes as per the diagram.

Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres).

One student rides from one end to the other before braking safely and returning to the start line around the outside.

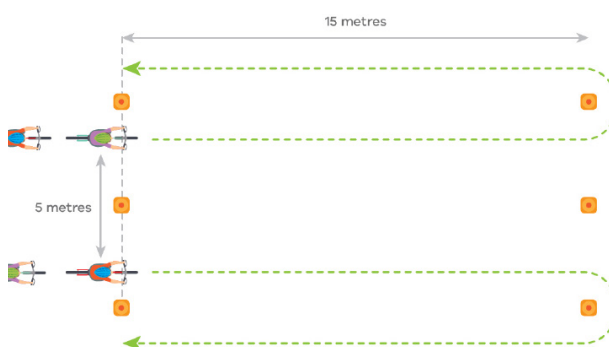
Once the student has stopped, the next student begins riding.

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

Modifications

Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.

Activity Setup



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Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding.
- More confident students can have cones placed to allow these riders to weave around the cones, or cones placed that are 'lane barriers' that riders must keep within.
- If you have line markings in the lesson area, you may also challenge riders to stay between lines that are close together (simulating a bike path lane). This can be progressed to riding along the line, counting how many times your front wheel deviates off the line within a specific zone.
- You may also wish to add the 'Hit the spot' game to the straight-line riding.

Teaching Points

This is simply an extension of the two and three pedal glides.

There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.

- You may wish to separate the groups by ability to do so.

Key Questions

What tips do you have for others to make riding easier?

Optional. Hit the spot game.

Approx. 5 minutes

Resource Requirements

Helmets and bikes (at least one between two), non-slip ground markings, and cones.

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.

The setup and structure is as per the previous 'Straight line riding' activity.

- 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

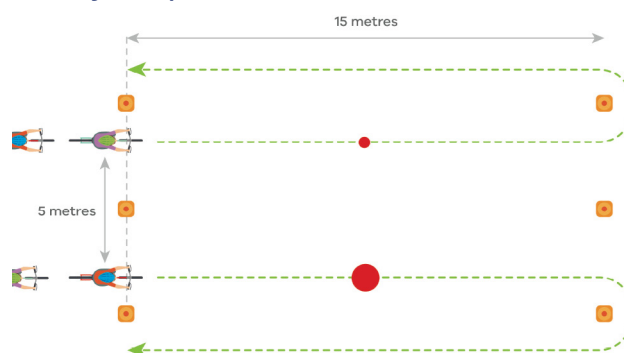
The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).

Progressions

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

- Different coloured markers may have different points

Activity Setup



Teaching Points

The focus of the game should be to apply the movement 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.



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allocated, or level of difficulty assigned. Students may aim for the same colour markers while avoiding others.

- 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.
- Draw or place obstacles in the area that they must avoid whilst hitting the targets.
- 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.
- Instruct students to roll over the marker with only their rear tyre instead of their front, or with both tyres.

Optional. Traffic light riding.

Approx. 5 minutes

Resource Requirements

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

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!"

Students without foot-brakes should practice resetting their starting pedal to "power position" before 'Green' is called.

As students progress with this task, encourage them to reset the starting pedal as quickly as possible after stopping, so they are ready to start again.

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

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Key Questions

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



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Progressions

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

Call out other colours (other than red, yellow, green) as decoys, so that students have to focus and think about what they are doing.

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

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

- How do we start using the 'power pedal'?
- Where does the 'power pedal' go?

Thumbs up/down/sideways: Are you confident to ride in a straight line and stop safely?

Key Questions

How did you find it easiest to keep the bike going in a straight line?

What tips do you have for other students to help them start as easily as possible?

