

## Lesson 6: Turning and bike handling

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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](mailto: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 sixth of eight lessons for Unit 1 – Becoming a bike rider.  
Suggested lesson duration: 45 minutes.



#### LEARNING INTENTIONS

- For students to demonstrate a safe turns whilst riding.
- For students to control the bike in the vicinity of other bike riders.



#### SUCCESS CRITERIA

- Turn the bike smoothly (with balance and control).
- Ride in single file whilst maintaining a two-bike distance from other bikes.



#### EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, helmet fit guide and ABCD check guide.



## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



#### 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 6: Turning and bike handling



#### Tuning in activity. Starting and stopping - revision.

Approx. 3 minutes

##### Activities & Differentiation

*Optional: split the class into two groups and assign one of the following questions to each group, in pairs.*

What were the keys to being able to start your bike?

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

What were the keys to being able to stop your bike with control?

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

##### Teaching Points

Starting the bike:

- get your pedal into power position (describe)
- push off the ground with the other foot
- push really hard into the power pedal
- look where you want the bike to go

Stopping the bike:

- Apply the brakes gently and smoothly
- Try not to skid
- Be aware of surroundings so that you don't need to brake suddenly
- Keep a safe distance to the rider in front

##### Key Questions

What might happen if you apply the brakes suddenly?

#### 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 & clothing 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](mailto:bikeed@transport.vic.gov.au).*

##### 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.



## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



#### 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:

- 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.

#### 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?

### Activity 1. Straight line riding.

Approx. 10 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.

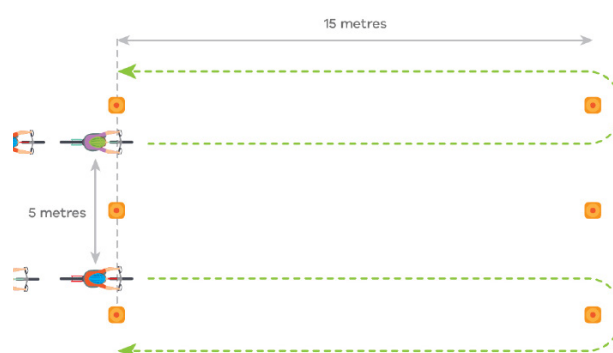
#### Modifications

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

#### Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst

#### Activity Setup



#### 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.



## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



- 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.

- 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?

### Activity 2. Turning.

Approx. 20 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 pushed and ridden around.
- Turning requires more space. Spread the groups out further from each other to prevent collisions.

#### Activities & Differentiation

Bring class together to demonstrate turning.

##### Slalom course walk

Set up a short slalom course with cones, as per the diagram. Have students walk their bikes through the slalom course, turning the handlebars gently and leaning it into the turn.

- Check the students are correctly turning the handlebars and leaning towards the turn, emphasising smoothness and gentleness.

##### Riding whilst turning

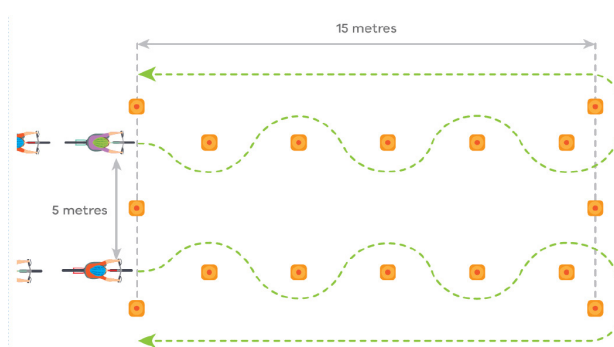
Set up as per the diagram, without cones. Riders are to ride from one line to the other and coming to a controlled stop. The next rider only starts once the previous rider has come to a complete stop.

Riders are to practice their turning without cones.

- Experienced and confident riders may do many turns in this space, whilst inexperienced riders may only do one or two turns in this space depending on their comfort level.

Once riders are comfortable, add cones or surface markers in a straight line. Riders are to turn in and out of these cones.

#### Activity Setup



#### Teaching Points

Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn.

The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required.

Emphasise that the movements must be small and gentle, rather than sharp and sudden.



## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



#### Modifications

Novice riders may be more comfortable practicing without cones.

- As a more gradual progression to adding cones, you may use flat markers or chalk markings on the ground so that the students are not afraid to hit or run over the markers.
- Draw a curvy line on the ground (as per the dotted line in the diagram) for students to try to follow with their front wheel, rather than going around objects.

#### Progressions

Have multiple lanes set up to differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.

- Set up two cones for each slalom point that act as “gates” (like canoe slalom gates) that the rider has to ride in between.
- More experienced and confident riders can try to ride the course with one hand off the handlebar. Try this with one hand first, and then the other.
- More advanced riders may also try to have their front wheel go one side of the cone, and rear wheel go the other side. This is quite a challenge, and will successfully slow down riders who are speeding through the circuit.

#### Key Questions

Which is the best way to turn the bike?

- Smooth and slow.
- Look in the direction you want to turn.

### Activity 3. Follow the leader.

Approx. 8 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

Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file.

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” as quickly as possible after stopping and before ‘Green’ is called.

#### Teaching Points

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

Communication is important, so ensure riders are calling out clearly.

#### 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.





## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



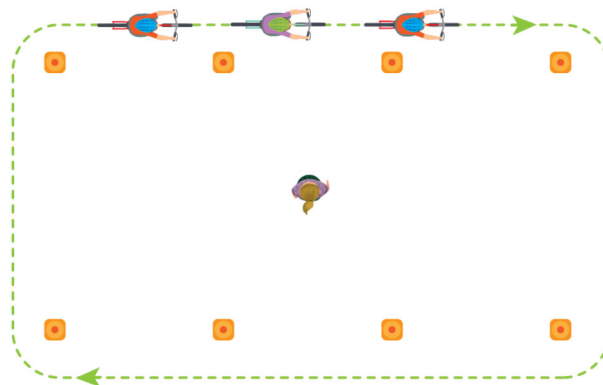
#### Modifications

- You may begin the activity by having students walk the bike around, before progressing to riding.
- If there are students very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course.

#### Progressions

- Other instructions can be called whilst the riders have stopped, for example 'Turn Around', 'Tap your helmet' or 'Clap five times'.
- Turning the riders around regularly will give them practice turning the other way.
- More experienced and confident riders can try to ride the course with one hand off the handlebar. Try this with one hand first, and then the other.
- More advanced riders may also try standing out of the saddle, hovering with pedals level (3 and 9 o'clock), and gliding in between the 2 middle cones.

#### Activity Setup



### Optional. Hot spot game.

Approx. 5 minutes

#### Resource Requirements

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

#### Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.
- Make sure that obstacles will not cause bike to fall if hit.

#### Activities & Differentiation

Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls or anything safe that is available.

Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles.

#### Modifications

- Set up multiple lanes to cater for different levels and allow students to choose their level.
- The number of the obstacles in each lane can be adjusted for different groups, with novice riders having fewer obstacles, and more advanced riders having more obstacles placed closer together.

#### Progressions

- The difficulty can be increased as the students successfully negotiate each pass by adding more

#### Activity Setup



#### Teaching Points

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



## LESSON PLAN

### Unit 1 Lesson 6: Turning and bike handling



obstacles to the course.

#### Key Questions

How did you steer the bike to make it as easy to avoid the obstacles as possible?

- Slow, smooth steering.

### Reflection & closure.

Approx. 2 minutes

#### Activities & Differentiation

- What are the key things to remember to make a good turn?
- How do we make sure that we can ride safely around other people, like in the traffic light game?

Thumbs up/down/sideways: Are you confident turning the bike and staying in control?

#### Key Questions

How did you find it easiest to make the bike turn smoothly?

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

