

Lesson 3: Bike skills

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 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 third of ten lessons for Unit 2 – Getting ready to ride on paths.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to define safe bike riding.
- For students to complete a smooth turn whilst riding.
- For students to maintain a safe distance between other riders.



SUCCESS CRITERIA

- Perform a controlled turn.
- Complete controlled movements on their bike while maintaining appropriate speed.
- Vary speed and riding to keep a safe distance (at least 2 bike lengths) with other riders.



EQUIPMENT

Bikes, helmets, cones, stop and give way signs.



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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). For more information please email 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.



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 key bike skills.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students think back to the riding activities completed in lessons 1 & 2, and brainstorm responses to the following questions:

- What key skills did you do well?
- What key skills did you find that you need to work on? Why?
- What other skills do you think are important for riding a bike safely?

Each student shares one response with the class.

Teaching Points

If needed, prompt students to consider key skills covered such as:

- Balance and control
- Starting (power position)
- Braking / stopping
- Straight line riding
- Slow riding

Important skills not covered yet:

- Turning
- Tight turns
- Quick stops (emergency braking)
- One-handed riding (for signalling)
- Using gears

Safety Checks. 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.



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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 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.*

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 1. ABCD bike 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?



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Activity 2. Tortoise game: Slow ride.

Approx. 8 minutes

Resource Requirements

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

Activities & Differentiation

- Line students up along a line, as per diagram, with the finish line 10-15 metres away.
- Riders attempt to be the last rider to cross the finish line by riding as slowly as possible without putting a foot onto the ground.

Modifications

- To ensure everyone gets to participate, if a competition is made out of the activity ensure that everyone gets to participate and compare their improvement rather than just the most skilled.
- Rather than making it a competition against other students, suggest students keep a tally of how many times they touch their foot down, and aim to improve their score on subsequent runs.
- Students who are not yet able to balance and pedal may still participate using a balance bike by pushing off to start and seeing how long they can balance and roll without touching a foot down, and aiming to reduce the number of foot touches per run.

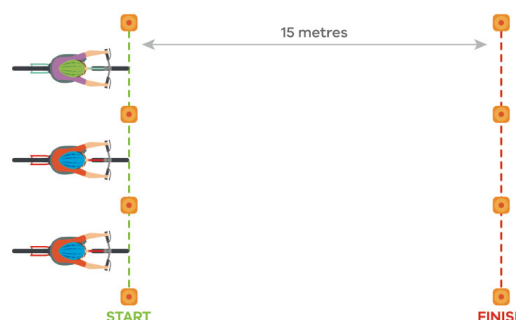
Progressions

- Encourage advanced students to think about their gear selection (if they have gears and understand them), and experiment with what gear selection works best for riding slowly with control.
- Advanced riders may also wish to experiment with standing on the pedals vs sitting on the seat, and note how this affects balance.

Safety

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

Activity Setup



Teaching Points

Tips for improving this skill include maintaining good posture, doing half pedals, looking ahead, and not coming to a complete stop.

Key Questions

- Is it easier to ride slowly or at normal speed?
- What tips do you have for other people to help them do the tortoise race?
- Why do we practice slow riding?

Activity 3. Turning.

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



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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.

Modifications

Novice riders may be more comfortable practicing without cones.

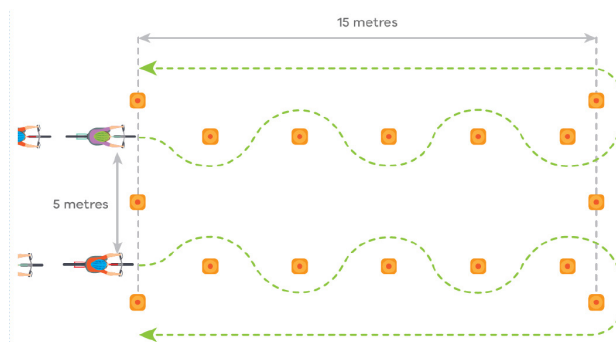
- As a more gradual progression to adding cones, use flat markers or chalk markings on the ground so that students are not afraid to hit or run over markers.
- Draw a curvy line on the ground (as per the dotted line in the diagram) for students to try to follow with their front wheel, rather than going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

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.

Key Questions

Which is the best way to turn the bike?

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



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Activity 4. Bean bag drop.

Approx. 5 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), cones, and bean bags or scarves.

Activities & Differentiation

Set up cones approximately 10 metres apart, as per the diagram.

Groups of students will line up behind each cone and take a bean bag from one cone and drop it in a bucket/hoop at the other end.

- The team that drops the most bean bags into the bucket within the allocated time is the winner.

Modifications

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- If students are struggling to hold the bean bag, they may put it in their pocket or basket on the bike and stop at the hoop, if necessary.
- Have an extra lane set up that is for slow practice, and not part of the competition, so that students feeling nervous about holding up the group can still participate in the activity.
- Have students time their first attempt, and then try to beat their time with subsequent attempts – rather than competing against each other / other groups.

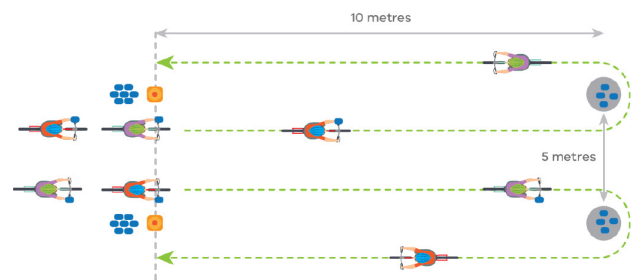
Progressions:

- Have students/groups swap courses so that they experience holding the bean bag with their right and left hand.
- You may set up multiple buckets, with the near bucket being worth one point and the further one being two points.
- You may allow multiple bean bags to be carried, but all points are lost for each that is dropped or misses the bucket – essentially the tally starts again.

Safety

- Ensure that other students are clear of the bikes as they are being ridden around. Provide ample space between riders.
- Reduce the number of riders on the course at the same time if space cannot be provided.

Activity Setup



Teaching Points

This activity will require one handed riding. Riding one handed, requires that the riding will be slow and steady, with a strong grip on the handlebars. This is excellent practice for signaling on the road.

Key Questions

- How will I carry the bean bag?



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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 obstacles to the course.
- The size of the obstacle can change the difficulty.

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.

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 is important when you are making a turn on a bike?

- Smooth movements.
 - Keep your eyes where you are intending to ride.
- How can we maintain our balance while riding one-handed?
- Be slow and steady, with a strong grip on the handlebars.

Thumbs up/down/sideways: Are you confident making turns on your bike?

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 to ride one-handed as easily as possible?

