



UNIT OVERVIEW

Unit 1: Becoming a bike rider

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

The unit is designed to be delivered in ten lessons, each having a suggested duration of 45 minutes.
Suggested total unit teaching time is 6 hours.



APPROACH TO USING THE LESSON PLANS

The lessons should be delivered in order, as content builds upon previously gained skills and knowledge. The lessons can be scheduled in a flexible way that suits your school. For example, you could conduct one lesson per week, over the course of a term or in a more concentrated schedule over a week or two, culminating in a final community ride. Bike Ed has been designed to be flexibly incorporated into your school calendar. For example, if you choose to do more than one lesson in a row you could skip the helmet and bike check for the second lesson.



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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 (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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1 Lesson 1: Pre-riding preparation

LEARNING INTENTIONS

- For students to describe what they will be learning in the Bike Ed program.
- For students to understand the basic components of a bicycle.

SUCCESS CRITERIA

- Identify what they are looking forward to in Bike Ed.
- Name the basic components of a bicycle such as brakes wheels, handlebars.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Bike Discussion. Bring a bike to class. Teacher tells a personal story about their bike or that of a friend of theirs. Brief Bike Ed overview by teacher. How many students have ridden before?

Activity 1. Watch Bike Ed video. This includes the benefits of cycling. Think/pair/share of the favourite place you have ridden and what place would be most fun to ride to.

Activity 2. Benefits of bike riding. Discuss benefits of cycling . Write three reasons you want to be able to ride a bike.

Activity 3. Parts of the bike. Using the Parts of the bike poster, write or paste the correct names for the correct parts of the bike onto the worksheet.

Reflection & closure. Ask students about the different parts of the bike. Thumbs up/down/sideways: Who is excited about riding bikes in class?

2 Lesson 2: Bike familiarity

LEARNING INTENTIONS

- For students to demonstrate what makes a safe ride.

SUCCESS CRITERIA

- Name the safety rules when riding a bike.
- Correctly fit a helmet.
- Use brakes to safely stop.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Revising our bike knowledge. Benefits of riding a bike. Students think/pair/share what they remember from last week.

Activity 1. Bike Ed safety videos. What is safe on a bike worksheet.

Activity 2. Safety on a bike. Putting on helmets correctly, wearing safe clothing, having a safe attitude, and riding a safe bike.

Activity 3. Brakes. How to use the brakes. Walking the bikes and applying the brakes.

Optional. Quicksand game. Applying the brakes to a moving bike .

Optional. Short rides. Controlled rides (or walking) in lanes.

Reflection & closure. Three important parts of safety: I am safe, the bike is safe, and I have the right attitude to be safe. What activities do we do to make ourselves safe (clothing, helmet check) and our bike safe (ABCD check)? Thumbs up/down/sideways: Who thinks they know how to be safe on a bike?



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3 Lesson 3: Getting on the bike

LEARNING INTENTIONS

- For students to outline correct and safe bike fit.
- For students to test their balance on the bike.

SUCCESS CRITERIA

- Perform a correct bike fit.
- Straddle a bike whilst shifting balance from one foot to another.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Keys to being safe on a bike. Students think/pair/share keys to safe riding, including safety checks before getting on the bike, and ways to stay safe while riding. Share some of them with the class.

Activity 1. Safe clothing and attitude check. Try your best, have fun, respect others.

Activity 2. Helmet Fitting Revision. Putting on helmets correctly revision. Follow the teacher. Work with a partner to check. Two finger method for helmets.

Activity 3. Simon Says: Bike parts. Learning parts of the bike.

Activity 4. Does my bike fit? Bike fitting checklist. Getting on and off the bike.

Activity 5. Balancing on the Bike. Balance and posture. Demonstrate and practice good riding posture. Students balance on the bike with both legs, then one leg supporting at a time, then rocking from leg to leg.

Activity 6. Walking whilst on the bike. Straddling and pushing the bike in lanes.

Reflection & closure. How do we put our helmets on? How do we tell if our bike fits? What do we need to do to stay safe on a bike? Thumbs up/down/sideways: Who thinks they know how to balance and move on a bike?

4 Lesson 4: Balance and moving

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Revising bike parts knowledge. Students think/pair/share parts of the bike they remember from last week. What are these parts used for?

Activity 1. Helmet, clothing & attitude check. Safe clothing check. Helmet check.. Safe attitude check (try your best, have fun, respect others).

Activity 2. Bike safety check. ABCD bike check. Work in groups around the bike to check the safety of the bike.

Activity 3. Gliding. Pushing the bike whilst on the bike. Gliding on the bike, with one leg on the pedal and the other pushing on the ground. Moving in lanes.

Activity 4. Traffic light riding. Riders stop, slow, and go on teacher's instructions.

Optional. Hit the spot game. Controlled rides (or gliding/walking) in lanes.

Reflection & closure. 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?



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5 Lesson 5: Straight line riding

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Being safe on a bike around others. Students think/pair/share how they kept themselves and others safe while walking, gliding or riding their bike in the activities last lesson. Reminder of key safety elements ready for riding activities today.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Push race. Start with push and glide practice, then a race with no pedaling.

Activity 2. Starting on the bike. Instruction on power pedal. Students practice single pedal gliding in lanes. Then 2 and 3 pedal glides.

Activity 3. Straight line riding. An extension of the two and three pedal glide.

Optional. Hit the spot game. Practicing bike control.

Optional. Traffic light riding. Riders stop, slow, and go on teacher's instructions.

Reflection & closure. How to 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?

6 Lesson 6: Turning and bike handling

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.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Starting and stopping revision. Students think/pair/share the key elements to starting and stopping a bike with control.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Straight line riding. Developing bike control skills.

Activity 2. Turning. Instruction, followed by walking the bike through a slalom course, followed by riding through the slalom course.

Activity 3. Follow the leader. Traffic light riding. Developing bike control.

Optional. Hot Spot game. Practicing bike control.

Reflection & closure. Key things to remember for turning. Riding safely around other people. Thumbs up/down/sideways for being confident turning the bike and staying in control.



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7 Lesson 7: Building skills and confidence

LEARNING INTENTIONS

- For students to show turning skills in a variety of situations.
- For students to complete a low speed manoeuvre.

SUCCESS CRITERIA

- Use safe turning and braking in the confidence course.
- Perform a slow 180 degree turn with control.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Turning a bike – revision. Students think/pair/share the key elements to turning a bike with control.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Traffic lights. Follow the leader. Riding safely around others.

Activity 2. Turning. Slalom riding. Turning the bike with control.

Activity 3. Slow turns. Instruction followed by lane riding with U-turns.

Activity 4. Bike confidence challenge course. Walk through a loop with different stations testing different skills, such as turns, stopping and starting, slow riding, and a slow manoeuvre. Students practice on the course.

Optional. Hot Spot game. Practicing bike control.

Reflection & closure. The best way to do a turn. How to ride and turn slowly. Thumbs up/down/sideways for being able to complete the confidence challenge course next week.

8 Lesson 8: Challenge and certificates

LEARNING INTENTIONS

- For students to apply the knowledge and skills learned in Bike Ed to ride safely.

SUCCESS CRITERIA

- Perform safety check on bike and helmet,
- Safely start, ride and stop bike in a controlled manner amongst others.

ACTIVITIES (note: lesson plans include differentiation ideas)

Tuning in activity. Key bike skills. Students think/pair/share the key skills they think are important for riding a bike safely. Optional: students watch a video of someone riding a bike and discuss the skills being used.

Safety checks. Safe clothing check. Helmet check. ABCD check. Safe attitude check (try your best, have fun, respect others).

Activity 1. Traffic lights. Follow the leader. Practice riding around others, starting and stopping.

Activity 2. Hot Spot game. Students try to navigate the obstacles placed between the start and end of an area.

Activity 3. Confidence Challenge course. Walk through and practice on the confidence challenge course.

Reflection & closure. Present certificates of achievement. Student reflection on challenges they have overcome, what they are most proud of, and whether they feel they have become a better bike rider. Thumbs up/down/sideways for overall effort and achievements in Bike Ed Unit 1.

