

## Lesson 7: Building skills and confidence

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



#### LEARNING INTENTIONS

- For students to show turning skills in a variety of situations.



#### SUCCESS CRITERIA

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



#### EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, obstacles/rubber ground markings. helmet fit guide and ABCD check guide.



## LESSON PLAN

# Unit 1 Lesson 7: Building skills and confidence



### 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. Turning a bike - revision.

Approx. 3 minutes

##### Activities & Differentiation

What were the keys to being able to control your bike while turning?

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

Are you excited about improving your turning skills today?

##### Teaching Points

Answers may include:

- Looking where you want to go
- Gentle movement of the handlebars
- Very slight lean in the direction of the turn
- Small gentle movements

##### Key Questions

What might happen if we make sharp or sudden movements with the handlebars?

#### 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).*

###### 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.

##### 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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- 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. Traffic lights - follow the leader.

Approx. 10 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.

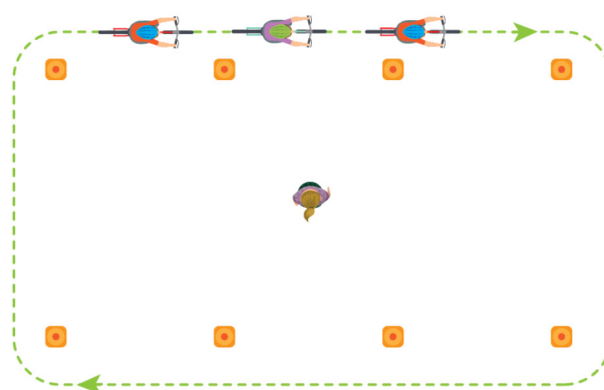
#### Modifications

- 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

#### Activity Setup



#### 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?



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- 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.

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

## Activity 2. Turning.

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

### Activities & Differentiation

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

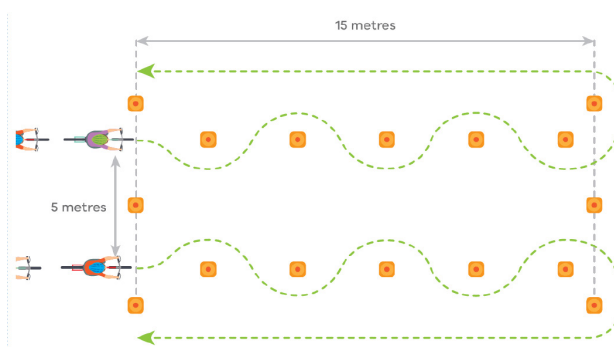
Novice riders may be more comfortable practicing without cones.

- As a more gradual progression to adding cones, 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

### 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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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.
- Add 'traffic lights' for more challenge or variety.

### Activity 3. Slow turns.

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.
- Reduce the number of riders racing at the same time if space cannot be provided.

#### Activities & Differentiation

To do this, you need to go slowly, like the tortoise race. Keep a steady, low speed, turn the handlebars and be ready to put your foot down if you are going to lose balance.

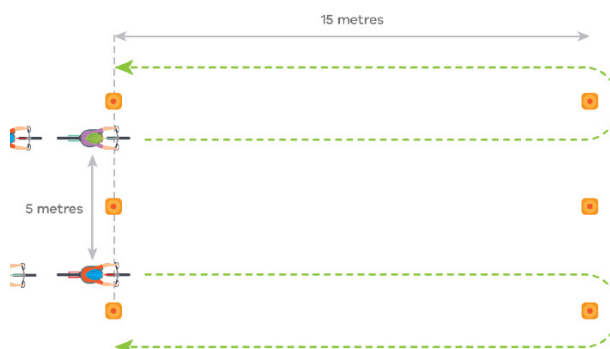
Demonstrate a slow turn around a cone.

- Set up with riders in groups on one line with cones 10 metres away, as per diagram.
- Riders start riding and do a turn around the last cone, before returning.
- The next rider then starts after the previous rider has come to a complete stop.
- Challenge confident riders to take as tight a turn as possible around the last cone.
- Encourage students to look through the corner to the exit point to help them maintain balance and keep the bike going in the desired direction.
- Provide less experienced or nervous more space to complete the turn. Also allow them to place a foot down on the inside if they are struggling.

#### Modifications

- Can add two cones to make the slow turn wider and easier to complete.
- If needed, some students may need to walk or glide their bike around the corner or touch their inside foot down for stability as they go around the corner.

#### Activity Setup



#### Teaching Points

Sometimes you will need to do a slow, sharp turn to get through obstacles.

Tips for slow turns include maintaining good posture with body upright and leaning forwards, doing half pedals, and not coming to a complete stop.

If required, putting a foot on the ground when doing a very slow turn is acceptable.

#### Key Questions

When might you have to do a slow turn?





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Encourage riders to work towards keeping both feet on the pedals through the whole corner.

#### Progression

- More confident riders can have additional cones added in their lane to weave slowly through.
- Advanced riders can try to ride the course with one hand off the handlebar. Try this with one hand first, and then the other.
- You may also wish to add other obstacles into their lane, as per the Obstacle Course game.
- Advanced riders can progress this skill by keeping their outside pedal down (at 6 o'clock) while they are going around the corner. They might practice doing small movements of the pedals ("ratcheting") so they can keep the bike moving, but without altering the optimum cornering pedal position (outside foot at the bottom).

#### Activity 4. Bike confidence challenge course.

Approx. 10 minutes

##### Resource Requirements

Bicycles (at least one per two students), helmets (one per student), obstacles/rubber ground markings and cones.

##### Safety

- Ensure that other students are clear of the bikes as they are being pushed or ridden around.
- Turning requires more space. Spread the groups out further from each other to prevent collisions.

##### Activities & Differentiation

Create a course designed to test a range of different skills that the students have learned. An example course is shown in the diagram.

- Walk through the course with the students, demonstrating the requirements. This will be the same course used for the challenge course next lesson.
- Students should ride through the course, with students spaced several metres apart.

##### Modifications

Novice riders may be more comfortable practicing without cones.

##### Progressions

- Differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.
- You may choose to use different coloured cones, flat markers or chalk markings to cater to different levels

##### Teaching Points

The course should include all of the main skills that you have covered:

- Helmets and ABCD checks
- Power pedal
- Braking
- Straight line riding
- Turning
- Low speed riding
- Any others you feel are appropriate

##### Key Questions

What do you need to do to improve your skills?

- Keep practicing!



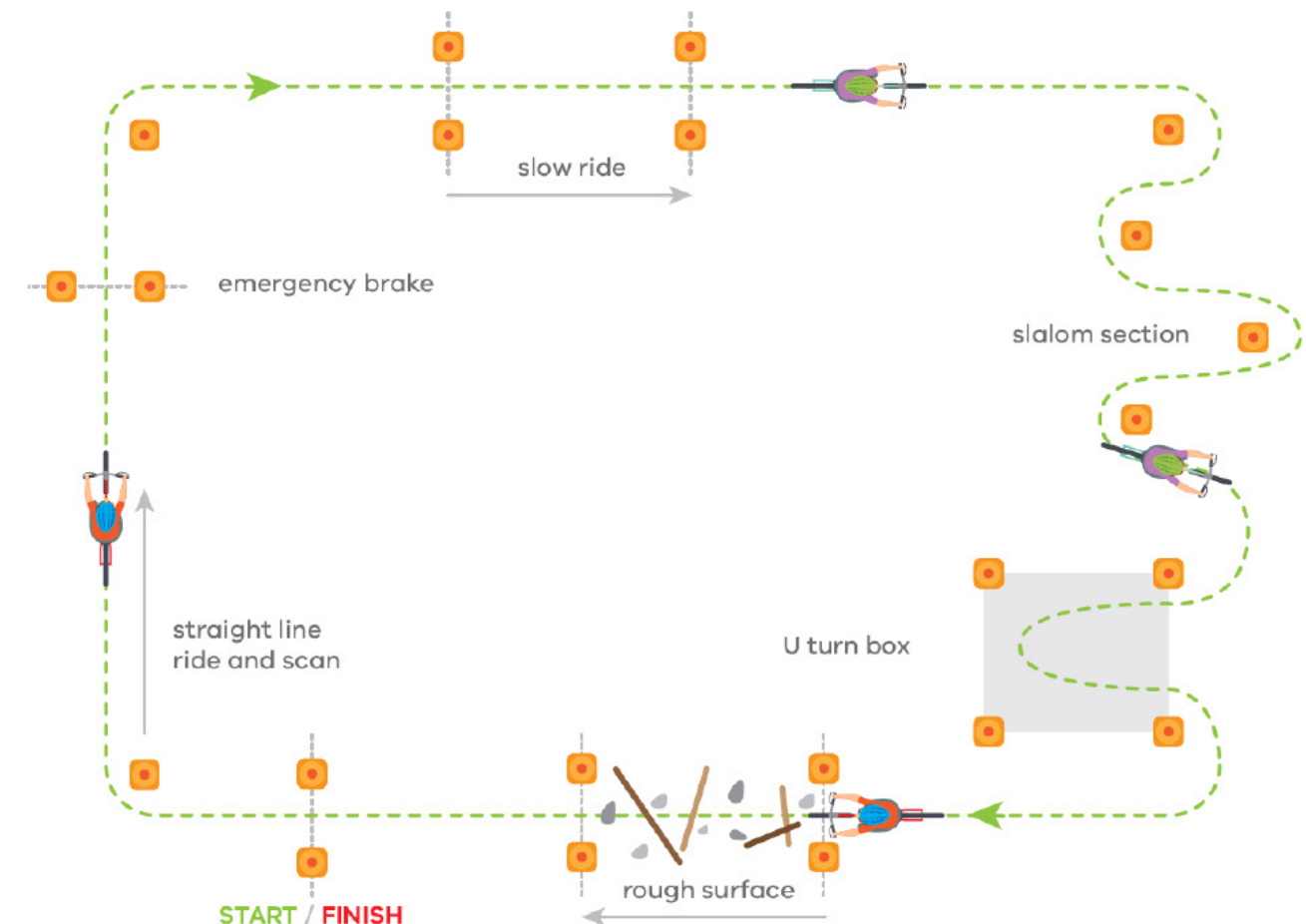
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- within the same activity, such as the slalom section.
- You may wish to replace the emergency brake with a 'stop' or 'give way' sign that riders must stop at, check that it's clear, then restart.

#### Activity Setup





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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.

##### 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.

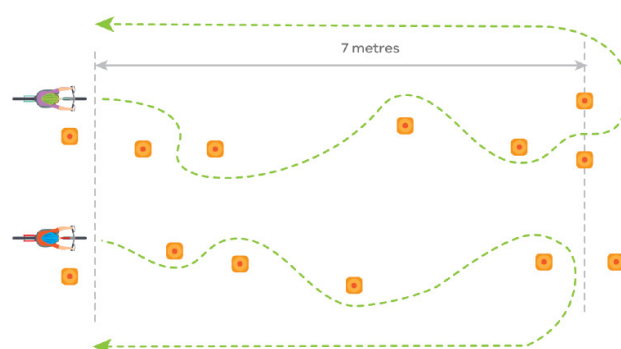
##### Progressions

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

##### 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.

##### 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. 4 minutes

##### Activities & Differentiation

- What is the best way to do a turn?
- What is important to do when you have to ride and turn slowly?

Thumbs up/down/sideways: Are you looking forward to the bike confidence challenge next week?

##### Key Questions

- When might you have to do a slow turn while riding in the Bike Ed activities? What about on a bike path?
- What tips do you have for other students to help them learn how to do slow turns as easily as possible?

