

Lesson 1: Pre-riding preparation

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



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, handle bars.



ADDITIONAL INFORMATION

Some classes will be quite advanced with bike knowledge. If so, you may wish to proceed to the practical activities (clothing, helmet and attitude checks) in lesson 2. This would allow more riding to occur in lesson 2. Should you want to include more practical activities in the first two lessons, feel free to include some of the braking, walking and balancing activities (from lessons 2, 3 and 4) as part of these sessions.



EQUIPMENT

Video projector, worksheet, pens, glue, scissors, bike parts poster, a bicycle.



LESSON PLAN

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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. Bike discussion.

Approx. 3 minutes

Resource Requirements

A bicycle. This could be your own bike, or that of a friend or colleague.

Safety

Ensure bike is safely stored.

Students should sit at an appropriate distance from the bike to ensure their hands do not get caught in the moving parts.

Activities & Differentiation

Bike discussion

"This is my (or my friend's) bike" - teacher brings their bike to class.

- What is it?
- Why is it special to you? Tell a story.
- Do you ride to work?
- Did you teach a child? Is it their bike?
- Have you ever had a fun ride? Maybe with a friend?
- What was something fun you did, or saw/heard someone else do?

Introduce the Bike Ed program

- Unit 1 includes eight lessons, where we'll learn about bikes, learn to ride bikes and get better at riding.
- Finish with a riding course and a certificate of achievement for Bike Ed.
- Ask students to raise their hand if they have ridden a bike before and what they already know about bikes.
- Students tell another student about their experiences riding a bike, or watching others ride bikes.

Inclusion/extension activity

Show examples of other types of bikes that can be used to support riders with a disability, such as handcycles, recumbent bikes, tricycles, and tandems.

Teaching Points

Students will have seen a bicycle before and may have experiences riding a bike.

The aim is to generate enthusiasm for riding a bike. Tell a story about how riding a bike is fun or useful.

Key Questions

Have you ridden a bike before?

What do you already know about bikes?

- Types of bike (racers, mountain bikes, BMX etc.)
- Bike trailers.
- E-bikes.
- Adaptive bikes for people with disabilities
- Tag-alongs
- Cargo bikes for carrying cargo and/or people
- Tricycles
- Recumbent bikes
- Tandem bikes (useful for visually impaired riders)



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Activity 1. Watch Bike Ed video.

Approx. 8 minutes

Resource Requirements

Video projector. Bike Ed introductory video.

Safety

N/A

Activities & Differentiation

The benefits of bike riding

Show the Bike Ed introduction video.

- This will include an overview of people riding bikes, what they are doing whilst riding bikes and the benefits of bike riding.
 - The video is included in the resources for Unit 1.
- Think/pair/share of the favourite place you have ridden and what place would be most fun to ride to.

Teaching Points

Whilst riding bikes is fun, it is also a great way to get to places that you want to go.

Perhaps, when you know how to ride, you could ride to the park, to the beach or to your friend's house.

Key Questions

Where are some places near you that you could ride to?

Activity 2. Benefits of bike riding

Approx. 8 minutes

Resource Requirements

N/A

Safety

N/A

Activities & Differentiation

What are the benefits of bike riding?

- Brainstorm or think/pair/share reasons
- Suggest any extras from the list that have not been raised
- Students should provide three reasons why they'd like to ride bikes.
- Share these reasons with a partner and then with the class.
- Sentence starter: "I would like to ride a bike because..."

Teaching Points

Bike riding has many benefits:

- Physical activity
- Get fitter and stronger
- Riding, instead of driving, helps the environment
- Activity to share with friends
- Fun!
- Freedom and independence
- Can get places further away and faster than walking.
- Low cost

Key Questions

Why is physical activity important?

- Keeps us healthy
- Makes us strong and fit
- Mental health benefits
- Boosts focus and learning



Activity 3. Parts of the bike

Approx. 20 minutes

Resource Requirements

Paper, scissors, glue, pencils, poster, worksheets.

Safety

N/A

Activities & Differentiation

Students will learn the major parts of a bike by filling in the parts on a worksheet. Teachers display a copy of the labelled bike parts poster.

Using the blank worksheet, students will copy the bike part names into the correct spots.

Modifications

Depending on the student level, the parts may be copied from the sheet by pencil or cut out and glued in place.

Alternatively, the parts may be provided as small laminated cards and blu-tac'd to a large poster of a bike, to a projected display of the bike poster, or onto a real bike.

Progressions

Additional bike parts can be added for students if required.

Inclusion/extension activity

An alternative type(s) of bike, such as an adaptive cycle, may be used as an example relevant to the student audience. Students may also wish to add any modifications to the worksheet such as extra wheels, supports, etc.

Teaching Points

Students should have an understanding of the basic parts of a bike prior to learning to ride.

- Handlebars
- Brakes
- Pedals
- Wheels
- Tires
- Seat
- (Helmet)

Key Questions

How might we use each of these bike parts to ride a bike?

What modifications can be made to a bike to assist people to learn to ride?

Reflection & closure

Approx. 2 minutes

Activities & Differentiation

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

Key Questions

- What are the different parts of the bike?
- What do they do?

