

## Lesson 8: Challenge and Certificates

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



#### 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.



#### EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, obstacles/rubber ground markings.



## LESSON PLAN

### Unit 1 Lesson 8: Challenge and Certificates



#### 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. Key bike skills.

Approx. 3 minutes

##### Resource Requirements

Optional: screen, laptop, projector

##### Activities & Differentiation

Optional: show a video of somebody riding a bike.  
Ask the students to think about some of the key skills the rider is using in the video before answering the question below.

Otherwise, ask students to think back to all the riding they have done so far in Bike Ed.

What are some of the key skills that are important for riding a bike safely?

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

Who is excited about challenging their skills today?

##### Teaching Points

Answers may include:

- Safety checks
- Balancing
- Braking/stopping
- Starting (power position)
- Pedaling smoothly
- Turning
- Communication
- Listening

##### Key Questions

What other skills might you need to work on so that you can improve your riding?

#### 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.

##### 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

##### 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.

##### 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.



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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.
- 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. 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'.

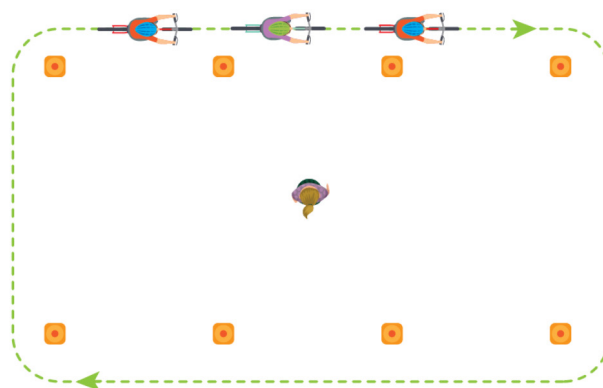
- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

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.

#### Activity Setup



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- 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.

#### 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.

## Activity 2. Hot spot game.

Approx. 10 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.

#### 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.



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### Activity 4. Bike confidence challenge course.

Approx. 15 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

*(Note, this time may also be used to reinforce skills that students found difficult during the previous lesson)*

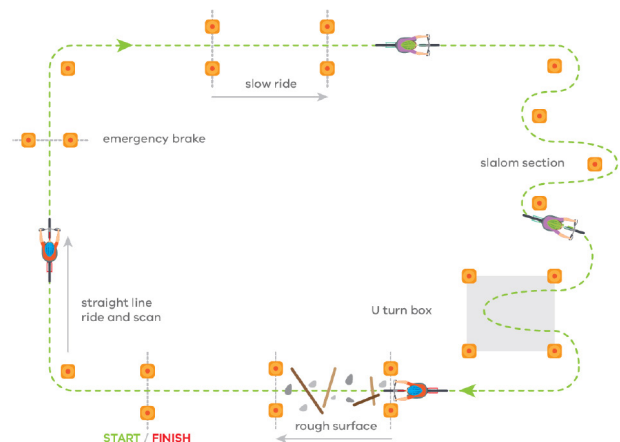
Create a course designed to test a range of different skills that the students have learned. An example course is shown in the diagram.

- 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

- Work with students having difficulty with different skills.
- Students struggling with a particular section may choose to walk or one-pedal glide their bike through that section.
- You may choose to use different coloured cones, flat markers, or chalk markings to cater to different levels 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.
- Only as a last resort, allow them to skip sections that give them extreme difficulty.

#### Activity Setup



\* See enlarged diagram overleaf.

#### 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

Ensure that students are completing the activities using the skills from previous lessons.

#### Key Questions

What do you need to do to improve your skills?

- Keep practicing!

Do you feel like you've improved your riding since the start of the program?



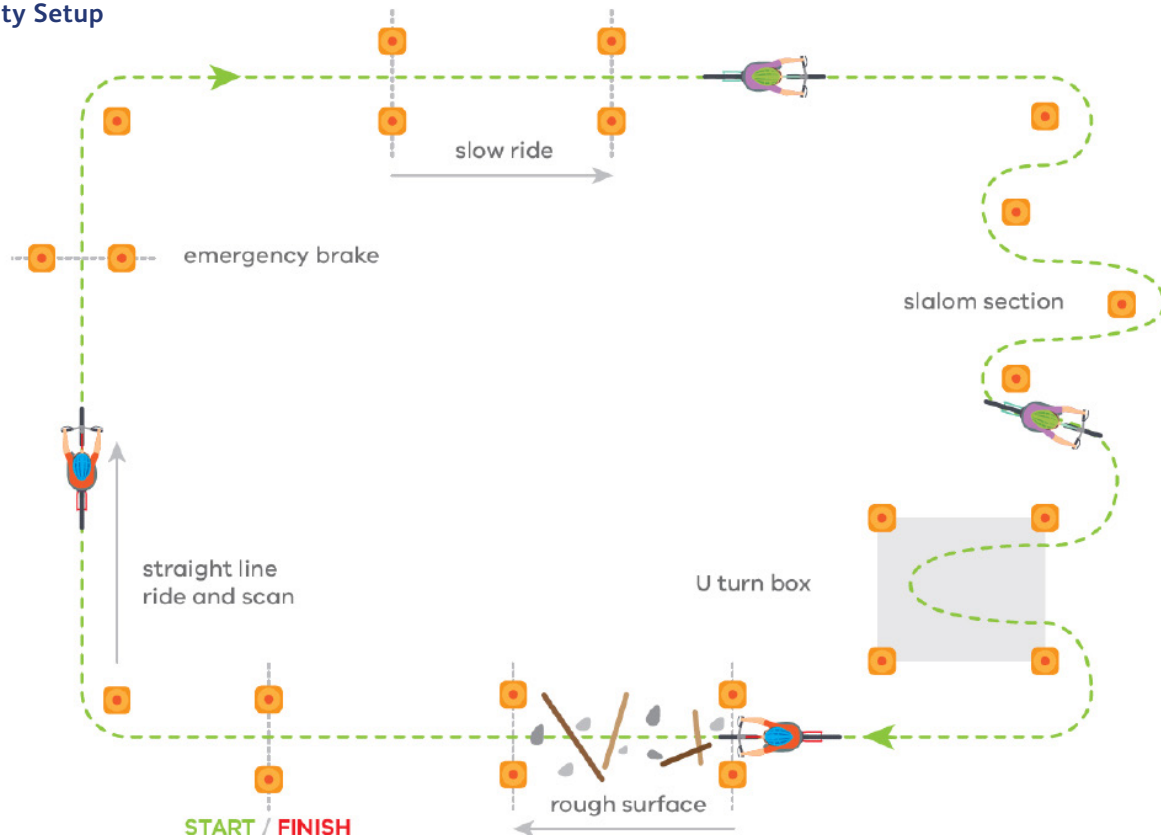


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#### Activity Setup



#### Reflection & closure.

Approx. 5 minutes

##### Activities & Differentiation

Hand out the certificates to the students.

The aim of the certificate is to provide students with a memento of their participation in bike riding classes and an opportunity to reflect on their achievements.

Encourage students to reflect on their effort, participation in activities, personal challenges they have overcome, improvements in bike riding proficiency, or any specific goals they have met throughout the program.

Every student should receive a certificate of achievement to encourage their ongoing cycling improvement.

Thumbs up/down/sideways for their overall effort and achievements in Bike Ed Unit 1.

##### Equipment

Certificates for each student.

##### Key Questions

Encourage students to reflect on their effort and participation in activities.

- Were there any personal challenges that you have needed to overcome during the program?
- What are you most proud of?
- Do you feel like you're a better bike rider now than you were at the start of the program?

