

Lesson 1: Setting out Bike Ed and riding stations (part 1)

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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 5 and 6 (age range 10-13 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 ten lessons for Unit 3 – Getting ready to ride on the road.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to describe the road safety rules affecting bike riders.
- For students to recall the safety essentials for helmets, bikes, and equipment.
- For students to demonstrate safe control of their bike when riding.



SUCCESS CRITERIA

- List the rules pertaining to helmets, night riding, riding surfaces, and working brakes.
- Identify safe helmet fit, bike and equipment check.
- Use safe speed, distance between others and control of bike during riding station activities.



EQUIPMENT

- Please refer to Unit 3 Appendix 1 for riding station setup details and diagrams, which is used for both lessons 1 and 2.
- Bicycles (at least one per two students), helmets (one per student), pens, self-assessment sheets, cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).
- Permission forms for outside group rides.



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



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)

VC2HG6S02 locate, collect and organise information and data from primary and secondary sources, including from fieldwork.

(HPE)

VC2HP6M01 adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings.

VC2HP6M02 transfer familiar movement strategies to different movement situations.

VC2HP6M03 investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.

VC2HP6M06 participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participation.

VC2HP6M10 participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

ACHIEVEMENT STANDARD (EXTRACT)

(Geography)

By the end of Level 6, students:

- develop questions, and locate, collect and organise information and data from a range of primary and secondary sources

(HPE)

By the end of Level 6, students:

- refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. They propose strategies to promote safe physical activity participation that enhance health and wellbeing.



LEVEL 5 – 6 RUBRIC: BIKE ED

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can identify safety issues with theirs and others' bikes, clothing or equipment.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest some practical solutions to improve safety.	Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety.
Students can perform a head scan and use hand signals safely at all times whilst maintaining control of the bike (in a simulated school environment).	Students demonstrate successful communication to other riders whilst within the school (head scan, head checks, hand signals, voice commands)	Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands).

Continued overleaf.



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



LEVEL 5 – 6 RUBRIC: BIKE ED (Continued)

By the end of Level 4	Progressing towards Level 6	By the end of Level 6
Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs (in a simulated school environment).	Students obey all road safety rules in a simulated school environment (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs)	Students obey all road safety rules whilst riding outside the school (keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs).
Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed) (in a simulated school environment) Students can follow instructions and work as a group in the outside school grounds ride.	Students obey all road safety instructions and norms in a simulated school environment (follows all instructions from the teacher, ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).	Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders (two bike lengths)).
Students can identify and mitigate hazards in a simulated school setting.	Students can identify and mitigate some hazards in a community setting with assistance.	Students can identify and mitigate hazards in a community setting with assistance.
Students can plan a safe travel route with assistance (including identifying some hazards) in their community.	Students can plan a safe travel route using one form of technology and other information (with teacher assistance).	Students can plan a safe travel route using a range of technologies and information (with teacher oversight).

Tuning in activity. Brainstorming bikes and benefits.

Approx. 5 minutes

Activities & Differentiation

Why do we ride bikes?

Brainstorm of reasons to ride a bike:

- Fun
- Good for the environment
- Healthy
- Easy to travel around
- Social activity
- As a competitive sport

Bike Ed unit summary

Brainstorming previous Bike Ed sessions or general cycling knowledge. Outline that there will be lessons on bike skills and skills needed to ride on the road. At the end of the unit, we'll do a short ride and a longer ride outside the school. A thumbs up/down/sideways about whether they can ride a bicycle.

Teaching Points

The program will build bike skills first, with work on road rules and road skills/awareness being interspersed.

The focus of the program is to have students able to complete the ride outside of school at the end.

Students should have already completed some form of Bike Ed in the past, however the first four lessons will provide time to work with novice riders.

Basic road rules:

- When to stop (Stop/Give way/traffic lights)
- Where to go (on the left)
- Who has priority (pedestrians)
- What to have (helmet, brakes, lights at night)

Key Questions

Why do we have road rules?



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



Road rules

- Stop signs mean stop.
- Give Way signs mean to slow down and give way to anyone already in the intersection.
- Traffic lights: Red, yellow and green.
- Ride on the left side of the road or path.
- Minimum passing distance for cars passing bikes:
 - At least 1m up to 60km/h, and 1.5m over 60km/h.
 - Why is this needed?

Special road rules for bikes:

- You must wear an approved helmet.
- On paths, all bike riders must give way to pedestrians.
- Your bike must have at least one working brake.
- If you're riding at night, your bike needs lights.
 - White in front, red at back.

- It helps everyone know what to do so that people don't run into each other.
- Helps us stay safe.

What rules do you think are most important? Why?

Knowledge questions:

Provide as many different situations as possible where you must stop your bike?

- Stop, give way signs. Red light.
- Obstructions, pedestrians.
- Intersections where someone else has right of way.

What are the things you need to do before you start riding?

- Proper clothing, bike helmet, shoes, bright clothes, front and rear lights.
- Check that your bike is safe.
- Check that you are safe to ride a bike, with a good attitude.

Activity 1. Safety Checks.

Approx. 10 minutes

Resource Requirements

Bicycles (at least one per two students), helmets (one per student), helmet fit guide, and ABCD check guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Dropping the bike should only be from a very small height (approx. 5-10cm).
- Ensure bike seats are at the appropriate height for the student. Use the Bike fit 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 cultural clothing, please email bikeed@transport.vic.gov.au.*

Teaching Points

We must always wear a helmet when on a bike because it protects our very important brain.

Just as important, is for the helmet to be fitted correctly, otherwise it won't work properly.

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?



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



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.



Activity 2. Straight line and slalom riding.

Approx. 15 minutes

Resource Requirements

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

Safety

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

Activities & Differentiation

Straight line riding

Set up several riding lanes, as shown in the diagram, delineated by cones or ground lines, at least 15 metres long.

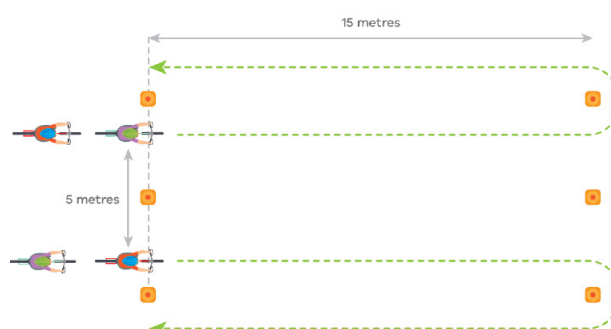
Separate the students into groups of 4-6, with each group allocated to a lane. There should be a safe amount of space between each group (approximately 5 metres).

One rider from each group rides to the end to the other before braking safely. Once the rider has stopped, the next rider in the group starts. This continues for the allotted time.

Once at the end of the lane, riders will return to the start around the outside of the riding lanes.

Use this opportunity to determine which students are having difficulty, to work with them more closely.

Activity Setup - Straight line riding



Teaching Points

There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



Slalom riding

Add some cones to some of the lanes, where riders may ride in and out of the cones along the lane.

Add a different number of cones in each lane and allow students to self-select the lane they wish to ride in. This should give an indication of rider confidence.

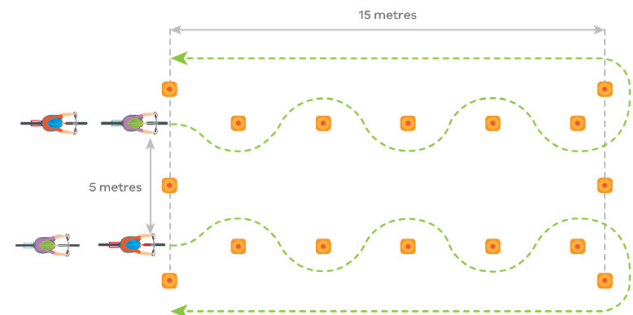
Modifications

- Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.
- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).
- As a more gradual progression to adding cones to create the slalom course, 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 (of the slalom activity) set up to differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.
- More confident students can have more cones placed to allow these riders to weave around the cones, or cones placed that are 'lane barriers' that riders must keep within.
- If you have line markings in the lesson area, you may also challenge riders to stay between lines that are close together (simulating a bike path lane). This can be progressed to riding along the line, counting how many times your front wheel deviates off the line within a specific zone.
- You may also like to add elements of the 'hit the spot' game to one of the lanes of the straight-line riding activity.
- More experienced and confident riders can try to ride the courses with one hand off the handlebar. Try this with one hand first, and then the other.
- More advanced riders may also try to complete the slalom course with their front wheel going one side of the cone, and rear wheel going the other side. This is quite a challenge and will successfully slow down riders who are speeding through the circuit.

Activity Setup - Slalom riding



Teaching Points

Turning

- 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

What tips do you have for others to make riding easier?

Which is the best way to turn the bike?

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



Activity 3. Riding stations.

Approx. 13 minutes

Resource Requirements

Bicycles (at least one between two students), helmets (one per student), cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).

Safety

- Bike riders to keep a safe distance from each other.
- Non-riders to keep out of the riding area unless measuring.
- Helmets to be worn at all times.
- Unused bikes to be stored away from the riding area.
- Students to stay in their activity area and not roam between groups.
- Riders to dismount and walk their bikes between stations.

Activities & Differentiation

Walkthrough of riding stations

For the rest of this class and the start of next class the students will be running their own bike skills stations and assessment.

- Students will work in pairs or small groups.
- Students will spend five minutes at each station before moving on to the next station. There will be seven stations in total, of which two will be completed this class.
- At each station one student will complete the station whilst their partner assists by measuring, timing or counting.
- Discuss the requirements of riders and partners at each of the two stations.

Riding stations

1. Slow ride – Record maximum time to complete 10m ride. This promotes balance.
2. Single push – Record maximum distance completed with a single push. This promotes good starting and balance.
3. Slalom – Record minimum distance between cones without touching. This helps bike control.
4. Bean Bag Drop – Count number of times you can take a bean bag from the start line (passed to the rider by scoring partner or picked up from the top of a cone) and drop it in a bucket/hoop at the other end. This helps develop one-handed riding and bike control.
5. Hit the spot – Record number of spots hit within the area without going out of bounds. This helps bike control.
6. Straight line riding – Record maximum distance

Activity Setup - Riding stations

*please refer to Unit 3 Appendix 1 for setup details and diagrams, which is used for both lessons 1 and 2.

Teaching Points

Working together.

- Students will need to work together at each station.
- Make sure that each student has equal time riding at the station.

Activities

- Explanation of each activity is on the self-assessment sheets.

Accurate measurement

- It's important that students make accurate measurements.
- This will involve timing, measuring and counting.

Honesty

- Riders and their partners need to be honest in their assessments.

Students working independently

- Ensure students are working safely and productively in their groups.

Work with novice riders to help them reach a level where they can practice and join in the riding stations.

Key Questions

- How do we use the stopwatch/measuring tape?
- What is important to make this activity work well for everybody?
- How do we work productively as a group?
- How do we make sure that everyone is getting a fair turn?



LESSON PLAN

Unit 3 Lesson 1: Setting out Bike Ed and riding stations (part 1)



covered without leaving the line on the ground. This helps bike control.

7. Stop and go – Rider will ride into a 2m x 2m box, come to a complete stop and ride off without touching the ground. This helps bike control and balance.

Modifications

- For students that are still learning to balance and pedal, the teacher will be able to work more directly with them whilst the others do their self-assessments.
- Students who are not yet able to balance and pedal can still participate in these activities using a balance bike (refer to additional resources).
- Novice students may wish to repeat easier stations more often with supervision.

Progressions

- Each station will be effective for bike riders of all levels, although some will be more challenging than others.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

What worked well and what were the challenges in doing the riding stations?

Questioning to recap learning intentions.

Thumbs up/down/sideways: Are you excited about doing Bike Ed?

Key Questions

- What are some of the road rules we need to know for bike riding?
- How do we fit our helmets? Why do we do it?
- How do we do an ABCD check? Why do an ABCD check?
- What worked well or not well when you did the riding stations? What did you do well at and what do you need to work on?

