

Lesson 1: Pre-riding preparation

.....

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

Unit 1 Lesson 1: Pre-riding preparation



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.



LESSON PLAN

Unit 1 Lesson 1: Pre-riding preparation



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)



LESSON PLAN

Unit 1 Lesson 1: Pre-riding preparation



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?



Lesson 2: Bike familiarity

.....

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



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.



EQUIPMENT

Data projector, 'What is safe on a bike' worksheet, pens, glue, scissors, parts of a bike poster, a bicycle.



LESSON PLAN

Unit 1 Lesson 2: Bike familiarity



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.



Tuning in activity. Revising our bike knowledge.

Approx. 3 minutes

Activities & Differentiation

What were two of the benefits of riding a bike?

- Tell your partner and pick the two best ones from your group.

Teaching Points

Cycling benefits include:

- 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 it good to ride bikes?

Activity 1. Bike Ed safety videos.

Approx. 10 minutes

Resource Requirements

Video projector, Bike Ed videos, 'What is safe on a bike' worksheets, pencils.

Safety

N/A

Activities & Differentiation

Show the Bike Ed introduction video and the Bike Ed safety demonstration video.

Hand out what is safe on a bike worksheet.

- Students will need to circle each of the items that will make it safer when we ride bikes.

Teaching Points

Riding bikes is great fun and good for us, but we need to make sure that we do it safely.

The most important parts of being safe on a bike are:

- Riding safely with the right attitude
- Being seen
- Having a safe bike
- Being protected if we fall off

Key Questions

What is the MOST important part of bike safety?

- Having a safe attitude when you are riding.



Activity 2. Safety on a Bike.

Approx. 20 minutes

Resource Requirements

Helmets (at least one between two) and helmet fit guide.

Activities & Differentiation

What do we need to do to be safe?

1) Helmets

We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work.

Demonstrate how to put on the helmet using the two fingers method, with display the helmet fit guide prominently.

- Two fingers over the eyebrow.
- Use the dial (or rear strap) to tighten over the head.
- Two fingers in a V following the strap under the ears, with side clips just under the ear (check they are not down around the clasp).
- Two fingers fitting snugly under the chinstrap.

Students should work in twos or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teacher will check it.

** 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.*

2) Safe clothing for riding

One of the best ways to be safe is to dress properly.

- Helmet
- The right shoes
- Brightly coloured clothing
- No loose clothing

Explain how each of these is important.

Have students check each other's clothes to see if they're OK.

What things should be improved?

Safety

If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.

Teaching Points

Helmets

We must always wear a helmet when on a bike because it protects our head and our very important brain. It is just as 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.

Key Questions

What's the first thing we should do when we are about to go for a ride?

- Put on a helmet!

Safe clothing:

An approved helmet

- Protects your head in a crash.

Non-slip, closed toe shoes

- So you don't slip on the pedals or ground when you stop.

Bright clothing

- So that other road users can see you on the footpaths and roads

No loose clothing

- So that it does not get caught in moving parts of the bike

Key Questions

Why is it so important to protect our head?

Why should we be dressed so brightly?



LESSON PLAN

Unit 1 Lesson 2: Bike familiarity



3) Safe attitudes

When we ride our bikes, going fast is not important. We are aiming to ride safely.

Emphasise that our number one goal is to avoid danger. Once we do that we will have a lot more fun.

Bike Ed ground rules

1. Ride a speed where everyone is comfortable.
2. You may only ride when you have
 - a safe helmet,
 - a safe bike,
 - safe clothing and shoes, and
 - a safe attitude.
3. If the whistle is blown then everyone must stop immediately, wherever they are.
4. Try your best, have fun, respect others.

Everyone has a right to feel safe during Bike Ed.

4) Safe bike

Bikes need to be safe to help us ride safely. We will look at this more next class.

Attitude:

Having a safe attitude is most important on a bike. It means that we make good decisions that stop us being in dangerous situations.

Riders should ride 'defensively'. This means that they should have the attitude of avoiding danger first and foremost, rather than going quickly.

Riding safely is more important because our bodies are squishy and soft and easily damaged in a fall or collision, and the road/cars etc. are not.

Key Questions:

Why do we need to ride with a safe attitude?

Activity 3. Brakes

Approx. 10 minutes

Resource Requirements

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

Activities & Differentiation

Instruction of how to use the brakes

Students need to understand if their bike has hand brakes, foot brakes or both.

Students should be in groups of 2 or 3 with a bike for each group.

- Each group will check if they have a hand brake by looking for the hand brake lever.
- Each group will check if they have a foot brake by pushing the pedals backwards and seeing if the pedal keeps moving (no footbrakes) or stops (has a footbrake).

Demonstrate the correct use of a handbrake, which should be copied by the students.

- Holding the handlebars with two fingers on the handbrake lever
- Slowly and steadily pull the handbrake lever.

Safety

Ensure that other students are clear of the bikes as they are being pushed around.

Teaching Points

Brakes are used to slow the bike down. There are different types:

- Hand brakes.
- Foot brakes.

Brakes need to be pressed smoothly to ensure we keep control of the bike as it slows.

The aim is to provide students with a familiarity and a feel for the brakes.

Key Questions

Why don't we pull the brake as hard as possible to stop as quickly as possible?



LESSON PLAN

Unit 1 Lesson 2: Bike familiarity



- Do not pull as hard as possible, as this will result in a sudden, uncontrolled stopping, possibly resulting in a fall.

Walking the bike

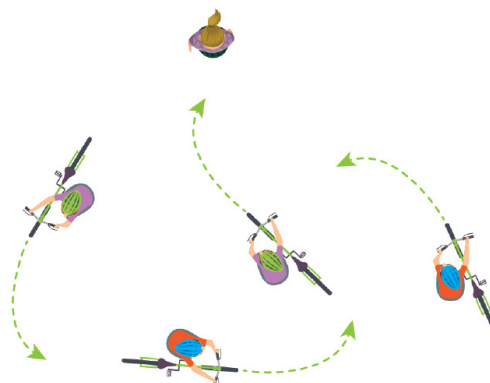
Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands.

- Hands will have two fingers on the brake lever
- Use the front brake (right lever) first. If there are two brake levers, they should use the front brake lever (right hand side) primarily with support from the rear brake lever (left hand side)
- Using a 'buffer zone' when walking the bike. Keep your legs out of the buffer zone (i.e., the pedals).

On the teacher's instruction, students slowly pull the brake lever to stop the bike.

- Repeat this several times so that students get a feel for the brake forces as they walk.
- Provide one or two opportunities to pull the lever very hard. Have the students note how quickly the bike stopped and how rough it was, so that they know that this is a dangerous way to stop.

For students that also have a footbrake, walk the bike and push the pedal backward. Students should note the braking from pressing the footbrake.



Quicksand game (activity below)

Optional. Quicksand game.

Approx. 5 minutes

Resource Requirements

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

Activities & Differentiation

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

Safety

Ensure that students do not go too quickly and maintain space to other bike riders.

Teaching Points

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

Key Questions

What happens if we grab the bike brake too quickly?



LESSON PLAN

Unit 1 Lesson 2: Bike familiarity



Optional. Short rides.

Approx. 5 minutes

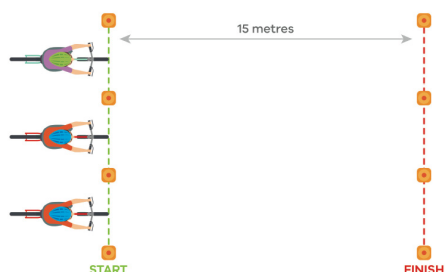
Resource Requirements

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

Activities & Differentiation

Students who are confident may be very keen to start riding as soon as possible.

It is important that correct braking technique and confidence is taught prior to undertaking riding activities.



Set up riding lanes as per the diagram (you may include additional lanes).

- Students begin at the start before riding, gliding or walking the bike to the end of the lane.
- At the end of the lane they will perform a controlled brake and stop, before returning around the outside back to the start by dismounting and walking the bike.
- Ensure that different lanes cater to different skill levels. At least one lane should cater for novice riders, walking or pushing their bikes, whilst other lanes can be for riding (depending numbers and class skill levels).

Progressions

To add challenge for more capable students:

- (if terrain allows) have a lane that is downhill in one direction, and have them practice in both directions, so that they can develop their braking skills on a decline or incline.
- Have an extra braking point halfway along the lane so they have to stop and then start again.

Safety

Ensure that students do not go too quickly and maintain space to other bike riders.

Teaching Points

This activity should only be attempted if the class is confident and has already demonstrated their ability to ride and act safely on the bike.

Ensure that correct braking technique is taught prior to undertaking the activity.

Students who are not ready to do full riding should be encouraged to continue walking with the bike, as this will help them.

As noted, you may also include 'balance bikes' in this activity to assist the progression to pedaling for students who are not yet able to ride.

Inclusion Tips

It is important to include all students in this activity regardless of ability or level, as braking is an essential skill to develop early in a rider's journey.

Suggestions on including students who are not yet able to ride:

- They walk the bike in a lane and practice applying the brakes
- Set them up with a 'balance bike' – which involves removing the pedals and lowering the seat to its lowest position, so that the student can comfortably touch the ground with flat feet and bent knees. They then sit on the seat and push along with their feet, developing their balance, while learning to brake.
- Encourage them to allow the bike to glide between each step, and count how many "touchdowns" they make with their feet and try to beat their score.



Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

What do we need to do to be safe when riding a bike?

- Helmet
- Clothes
- Bike
- Attitude

Thumbs up/down/sideways: Who thinks they know how to be safe on a bike?

Teaching Points

Three important parts of safety: I am safe, the bike is safe, and I have the right attitude to be safe.

Key Questions

What activities do we do to make ourselves safe (clothing, helmet check) and our bike safe (ABCD check)?



Lesson 3: Getting on the bike

.....

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



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.



EQUIPMENT

Bikes (at least one between two), helmets, helmet fit guide and bike fit guide, cones.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



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.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Tuning in activity. Keys to being safe on a bike.

Approx. 3 minutes

Activities & Differentiation

In groups of 2 or 3, students brainstorm different ways to stay safe when riding a bike:

- What safety checks do we need to do before we get on our bike?
- What are some of the things we can do to stay safe while riding?

Each group shares a response with the class.

Teaching Points

Key elements include:

- Wearing a helmet that fits correctly
- Suitable clothing and footwear
- Doing the ABCDE bike check
- Riding at a safe speed
- Keeping safe distances from other riders
- Communicating intentions
- Listening to instructions
- Staying alert and aware
- Having a safe attitude

Key Questions

Why do we need to stay safe?

Activity 1. Safe clothing and attitude check.

Approx. 5 minutes

Resource Requirements

N/A

Safety

N/A

Activities & Differentiation

Students, with a partner, will check:

- Clothing is bright coloured, for good visibility.
- Long pants are close fitting at the base, to stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.

** 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.*

Attitude check

What do we need to do in Bike Ed?

- Try your best, have fun, respect others.

Teaching Points

Start the sessions with a reinforcement that students are safe, and they are mentally prepared for bike riding.



Activity 2. Helmet fitting revision.

Approx. 5 minutes

Resource Requirements

Helmets and helmet fit guide.

Activities & Differentiation

Demonstrate how to put on the helmet using the two fingers method, display the helmet fit guide prominently.

- Two fingers over the eyebrow.
- Use the dial (or rear strap) to tighten over the head.
- Two fingers in a V following the strap under the ears.
- Two fingers fitting snugly under the chinstrap.

Students should work in twos or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teach will check it.

Progressions

Experienced riders can help others.

Safety

If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.

Teaching Points

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

It is just as 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.

Key Questions

What's the first thing we should do when we are about to go for a ride?

- Put on a helmet!

Activity 3. Simon says: Bike parts.

Approx. 5 minutes

Resource Requirements

Bikes (approximately one between 2-3 students).

Activities & Differentiation

Students in groups of two or three, with each group having access to a bike.

Teacher leads a game of 'Simon Says' where each student must point to the correct part of the bicycle, as directed by the teacher, e.g., "Simon says, touch the brake levers, etc."

Inclusion Tips

To promote inclusion and learning for students with cognitive or coordination challenges, consider giving a 3 second delay after calling the bike part and then touching it yourself, so that the student can mirror your action and learn to associate the part with the name.

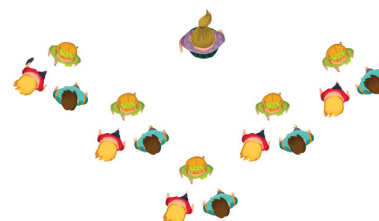
Safety

- Ensure bikes are safely on their stands.
- Students must be careful not to put their hands next to moving parts in the bike.

Teaching Points

Parts of the bike may include:

- Seat
- Wheels
- Tyres
- Pedals
- Chain
- Handlebars
- Frame
- Brake lever
- Anything else the teacher feels may be helpful.



Activity 4. Does my bike fit?

Approx. 5 minutes

Resource Requirements

Helmets (at least one between two), bikes and bike fit guide.

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Make sure that students can help each other balance when fitting the bikes.

Activities & Differentiation

Using the bike fit guide sheet, run through the checklist for fitting a bike as a group:

1. Frame – approx. 5cm from crotch to top tube when straddling the bike while standing.
2. Seat – when sitting on the bike, the rider can just touch the ground with their tippy toes
* Note that new riders may need their seat lower until they gain more confidence and balance. Safety is the first priority.
3. Handlebars – when sitting on the bike, the rider should be leaning slightly forwards when gripping the handlebars.

Demonstrate the normative way to get on to the bike: Swing leg over the rear tyre when mounting the bike.

* Note that students with step-through bikes may prefer to step through the frame rather than swing their leg over the rear tyre. In particular, students who wear religious or cultural garments may require this option. Riders of adaptive bikes, or those with other physical limitations, may also have their own method of mounting and dismounting the bike.

Go through the students and adjust the bikes as necessary, especially the seat height.

Teaching Points

The bike may be safe, but it may not be suitable for a particular person to ride it. It may be too big, small, or it may just be uncomfortable. Adjustments may be necessary.

A correctly fitting bike is important because otherwise the bike will be:

- Tricky to ride, which is unsafe. You'll fall off it a lot.
- Exhausting to ride, which means you'll get tired more quickly.

Make sure that students mount the bike by swinging their leg over the rear tyre, not the top bar. (with exceptions as listed)

Key Questions

- Why won't the same bike be suitable for everyone?
- Everyone is different. We are all different sizes.

Activity 5. Balancing on the bike.

Approx. 10 minutes

Resource Requirements

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

Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Balancing on the bike only requires a gentle rocking from side to side, rather than taking both feet off the ground. The aim is to be comfortable with the bike movement rather than stationary balance.
- Ensure students on bikes are given ample room in case they lose balance.



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Activities & Differentiation

Start with good bike posture whilst sitting on the saddle and standing on tip toes.

1. Balancing on one foot:
 - a. Lift one foot off the ground and place on the pedal. Support your weight with the opposite foot.
 - b. Remove foot from the pedal and place it on the ground, returning to bike posture.
 - c. Repeat this for the other foot
 - d. Repeat for each side until comfortable
2. Rocking the bike from side to side:
 - a. Lift one foot just off the ground. Support your weight with the opposite foot.
 - b. Shift your balance from one foot to the other by rocking the bike.
 - c. Repeat until comfortable.

Modifications

If the student is having difficulty doing this, have them start by straddling the top bar and practice rocking the bike from side to side with both feet on the ground.

Some students may also prefer to lower the seat for this activity until they are comfortable balancing and are able to raise the seat again.

Progressions

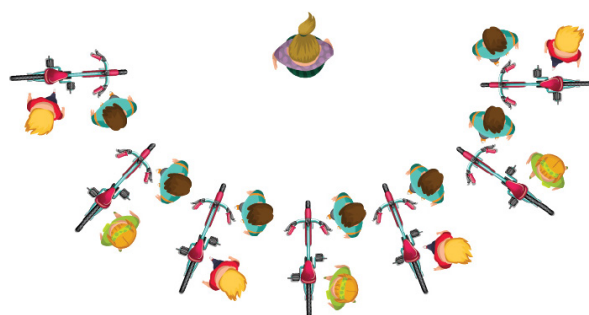
If students are very comfortable, have them try to lift both feet just off the ground simultaneously.

Teaching Points

The keys to this activity are that the student feels confident and safe to have the bike between the legs. Then being confident with only one foot on the ground, before feeling confident to rock the bike back and forwards. Students will find it difficult unless they are confident with the previous step.

Key Questions

When was it easiest to balance?



Activity 6. Walking whilst on the bike

Approx. 10 minutes

Resource Requirements

Bicycles and helmets (one per student) and cones.

Activities & Differentiation

Pushing off from the ground

Students are to straddle the bike, just as they did during the Bike Balancing activity and line up on one line, as per the diagram.

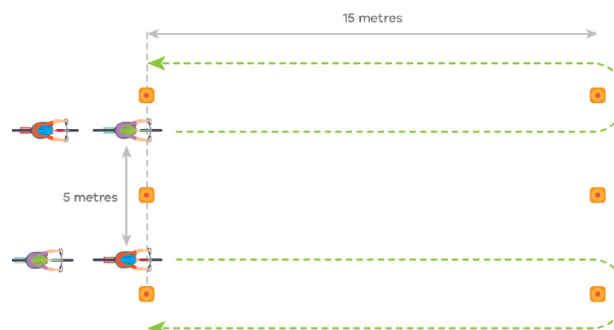
When instructed, students will run their bikes from one line to the other, 15 metres away. This will help the students develop bike control and balance.

Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop, then return around the outside back to the beginning.

Safety

- Riders should maintain distance from each other.

Activity setup



LESSON PLAN

Unit 1 Lesson 3: Getting on the bike



Continue until students feel comfortable.

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast lane or gliding lanes.

For students who are struggling with this activity, you can remove the pedals to convert the bike to a "balance bike" so that they can push along without striking the pedals with their ankles. This will help them develop their balance and confidence, without the fear of being hurt by the bike. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

Progressions

If students are comfortable, have them push off and glide, balancing with a foot on the pedals.

Teaching Points

This is to have students become accustomed to moving whilst in the riding position.

It is easier to balance when the bike is moving faster. Encourage them to move more quickly but don't push if they are uncomfortable. Confidence will come as they become more comfortable.

Key Questions

When is it easiest to balance?

- When the bike moves faster!

Reflection & closure

Approx. 2 minutes

Activities & Differentiation

- How do we put our helmets on?
- How do we tell if our bike fits?

Thumbs up/down/sideways: Who thinks they know how to balance and move on a bike?

Teaching Points

Recap correct helmet fitting, bike fit, and general safety.

Key Questions

- What else do we need to do to stay safe on a bike?



Lesson 4: Balance and moving

.....

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



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.



EQUIPMENT

Helmets and bikes (at least one between two), cones, ABCD check guide, helmet fit guide.



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



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.



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



Tuning in activity. Revising bike parts knowledge.

Approx. 3 minutes

Activities & Differentiation

What were two of the parts of a bike we identified last week?

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

Discuss with students what each part is used for.

In particular, ensure pedals and brakes are discussed as a lead-in for the activities to follow.

Teaching Points

Parts of the bike may include:

- Seat
- Wheels
- Tyres
- Pedals
- Chain
- Handlebars
- Frame
- Brake lever
- Anything else that was covered last week

Key Questions

What are these parts used for?

Activity 1. Helmet, clothing & attitude check.

Approx. 5 minutes

Resource Requirements

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

Safety

- 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

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.*

Attitude check

Try your best, have fun, respect others.

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.

Key Questions

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



Activity 2. Bike safety check.

Approx. 5 minutes

Resource Requirements

Bikes (one per small group), and ABCD check guide.

Safety

- Only a very small drop when checking for anything loose. Only about 5 cm.

Activities & Differentiation

ABCD bicycle check

The ABCD (air, brakes, chain, drop) check is a quick check to ensure that our bike is safe to ride on. We check the most important parts of the bike.

Distribute the ABCD check guide. Each student completes a check of their bicycle, as led by the teacher.

The ABCD check is as follows:

- Is there air in the tyres? Squeeze the tyre walls.
- Do the brakes work? Squeeze each brake whilst lightly pushing the bike.
- Does the chain move smoothly? Inspect the chain and move the pedals.
- Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).
- You may also choose to add "E" for handlebar Ends: check that the end caps at the ends of handlebars are not missing or damaged, as the hollow pipe of the handlebar can cause injury in a fall.

Teaching Points

We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.

We will be checking that the bike is safe to ride on each riding class, so this will be reinforced.

Key Questions

Why do we need to check that our bike is safe to ride?

Activity 3. Gliding.

Approx. 15 minutes

Resource Requirements

Bicycles, helmets and cones.

Safety

- Riders should maintain distance from each other.

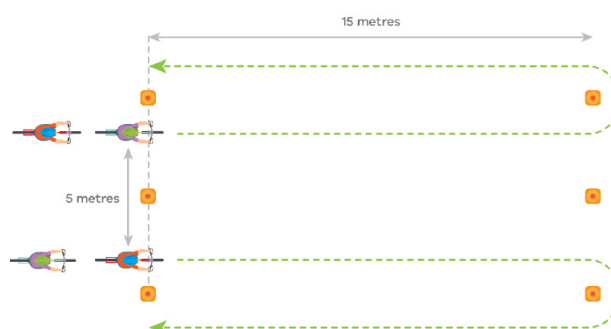
Activities & Differentiation

Pushing off from the ground

- Students are to straddle the bike, sitting on the seat, just as they did during the bike balancing activity and line up on one line, as per the diagram.
- When instructed, students will run their bikes from one line to the other, 10 metres away, braking and helping to develop the feel of balance.
- Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop.

Continue until students feel comfortable.

Activity Setup



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



Gliding on one pedal

Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot.

As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop.

- Students struggling to start gliding with one foot on a pedal may choose to push off and roll first, and then put one foot up onto a pedal once the bike is moving.
- Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal.
- More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes.

Continue with this until students are comfortable moving with at least one foot off the ground.

Modifications

If students are struggling, they may walk their bike to the end whilst straddling it.

You can also try removing the pedals to convert the bike to a "balance bike" so that they may push along without striking the pedals with their ankles. This will help them develop their balance. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

Inclusion

Students needing more assistance with balance or coordination may require equipment modifications, adaptive bicycles or other assistive technology. For more information and resources, please email bikeed@transport.vic.gov.au.

Progressions

If students are comfortable, have them attempt to reach the end using the minimum number of pushes they can.

Activity 4. Traffic light riding.

Approx. 10 minutes

Resource Requirements

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

Activities & Differentiation

Use the same lanes from the previous activity. Students can walk, glide or ride before returning back to the beginning around the outside.

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!"

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes. This ensures that all students are included in the activity and have an opportunity to participate and develop their balance and stopping skills.

Safety

Students must maintain at least two bike lengths distance to other bike riders.

Activity Setup



Teaching Points

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding or gliding speed is not too high.

Communication is important, so ensure riders are calling out clearly.



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



Progressions

Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.

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.

Optional. Hit the spot game.

Approx. 5 minutes

Resource Requirements

Helmets, bikes, and non-slip ground marking.

Safety

Ensure that students do not go too quickly and maintain space to other bike riders.

Activities & Differentiation

Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.

- Cones may be used to set up 'gates' to ride through, if ground markings are not available. Make wider gates for novice riders.

The setup and structure is as per the previous 'Straight line riding' activity. Students can walk, glide or ride through the course, depending on their level of development.

Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'Hit!'

Each student will count the number of 'Hits' that they achieve during the time period.

Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

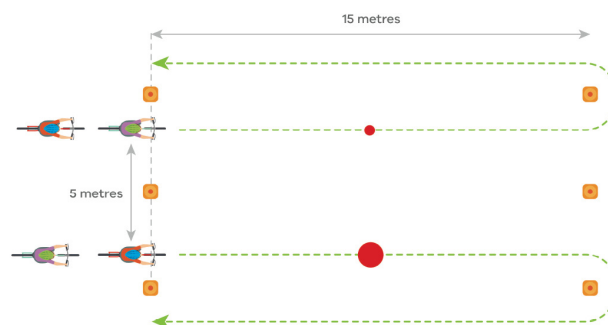
The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).

Progressions

For more skilled and confident riders, add more markers to the area for them to hit.

- Different coloured markers may have different points allocated, or level of difficulty assigned. Students may aim for the same colour markers while avoiding others.

Activity Setup



Teaching Points

The focus of the game should be to apply the move 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 hit the mark as possible?

- Slow, smooth steering.



LESSON PLAN

Unit 1 Lesson 4: Balance and moving



- Use chalk (if possible on the surface) to draw markers of different sizes and/or colours and allow students to choose which markers to aim for.
- To add fun and humour, you can use rubber squeaky dog toys as these make a noise when run over. Before using them, ensure they are soft enough to not cause the bike to wobble when run over, creating a hazard.
- Draw or place obstacles in the area that they must avoid whilst hitting the targets.
- Instruct students to roll over the marker with only their rear tyre instead of their front, or with both tyres.

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

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?

Teaching Points

Remind students of the components of the ABCDE bike safety check.

Key Questions

What other activities can we do to make ourselves safe?

- helmet, clothing and attitude check.



U1 L4: Page 7



Lesson 5: Straight line riding

.....

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



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.



EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, non-slip ground markings (for optional activity), helmet fit guide and ABCD check guide.



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



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.



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



Tuning in activity. Being safe on a bike around others.

Approx. 3 minutes

Activities & Differentiation

How did you stay safe while walking, gliding or riding your bike during the activities last lesson?

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

Are you excited about doing more riding today?

Teaching Points

Answers may include:

- Having a safe attitude
- Not going too fast
- Braking gradually and stopping smoothly
- Keeping a safe gap to the rider in front
- Communication with other riders

Key Questions

What might happen if we go too fast and are not in control of our bike?

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 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.*

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:

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?



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



- 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 1. Push race.

Approx. 5 minutes

Resource Requirements

Bicycles, helmets and cones.

Safety

- Ensure that other students are clear of the bikes as they are being pushed around.

Activities & Differentiation

Two lines are set up approximately 15 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines.
- If there is not enough space, break this into multiple groups one after another.

Students begin in the riding position, sitting on the seat with legs straddling the top bar and dominant foot on the pedal.

Upon the whistle, students will push themselves to the other line using their non-dominant foot without pedaling. Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are confident at gliding and balancing on the bike.

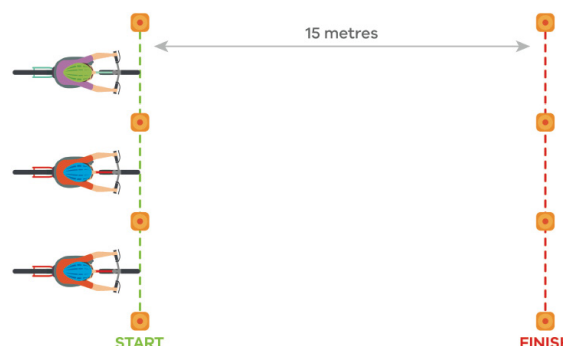
Modifications

Students struggling to push with one foot on a pedal may choose to push off and roll first, and then put one foot up onto a pedal once the bike is moving.

Progressions

Students who are confident with this activity can try to glide to the other side with as few pushes as possible, improving their score each time.

Activity Setup



Teaching Points

Students should straddle the bike to ensure that they are getting the feel for moving whilst on the bike. The students will be steering the bike using the handlebars. Steering should involve slow, smooth movements, rather than quick jerky ones. The pedal being used for balance should be at the six o'clock position, with the ball of their foot on the pedal.

Key Questions

Why don't we pull the brake as hard as possible to stop as quickly as possible?



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



Activity 2. Starting on the bike.

Approx. 15 minutes

Resource Requirements

Bicycles, helmets (one per student) and cones.

Safety

- Ensure that other students are clear of the bikes as they are being pushed around.

Activities & Differentiation

Show students (and have them imitate) the 'Power Pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).

- To begin going forward, you need to put all your weight on the 'Power Pedal'.
- Just before you push off, you also need to look ahead to where you want to go. This is very important to gain momentum, maintain a straight line, and developing this crucial skill early in a rider's journey.
- Demonstrate the starting of the bike using the power pedal.

One pedal glide

Two lines are set up approximately 5 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another.
- Students try to reach the other line using only one power pedal and then a glide.
 - If the rider can't reach, they may then use their other foot to push them (as per the push race).
 - If riders are confident, have them glide as far as they can using only the power pedal.
- Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are comfortable using the power pedal.

- Students can also be encouraged to push away with their non-dominant foot against the ground as well, as if starting a scooter or skateboard.

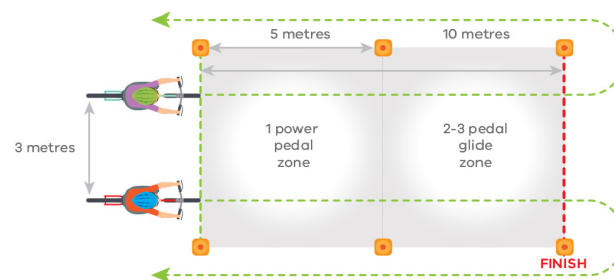
Two and three pedal glide

Extend the cones back to 10 metres.

As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones.

- If a rider is struggling to do a second and third pedal, go back to the one pedal glide until they build up more confidence before adding a second pedal.
- If students are struggling to maintain balance while trying to pedal (as weight shifts side to side while

Activity Setup



Teaching Points

Starting the bike is much like the gliding activity in the last activity. The difference being that, instead of pushing off the ground, you push using the pedal.

Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.

To move the pedal into "power position" place the toes of the dominant foot under the pedal and lift it up to the correct position. Note that students with foot-brakes will not be able to turn the pedals backwards and therefore won't be able to reset the pedal to power position.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

For students who are unsure of their dominant foot, have them stand with feet together and lean forward (as if falling), until they need to put a foot out to catch themselves. The foot they put out is their non-dominant foot; the other foot goes on the pedal to start.

The easiest way to do a 2nd and 3rd pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a really strong power pedal, as it will help make the riding easier.



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



moving the feet), have them do a half pedal only and then glide with feet level – one forward and one back (3 and 9 o'clock). This pedal position helps stabilize the bike while the body learns to respond to the weight-shift of pedaling, and later forms the basis of the "ready position".

- If students are getting confident, challenge them to go as far as they can with two or three pedals. Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside.
- Repeat this until students are comfortable doing multiple pedals consecutively.

Modifications

Any riders who are feeling very uncomfortable may wish to continue practicing gliding and pushing, whilst straddling the bike.

Progressions

Cones or markers can be added to weave around for very confident riders, if required. (as per the "Hit the Spot" activity in the previous lesson).

- Encourage students to keep looking ahead and NOT look down at their feet, as this assists with balance and keep moving forward in a straight line.

Key Questions

Why is it important to have a really strong power pedal?

- Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up.

Activity 3. Straight line riding.

Approx. 15 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 ridden around.
- Provide ample space between groups.

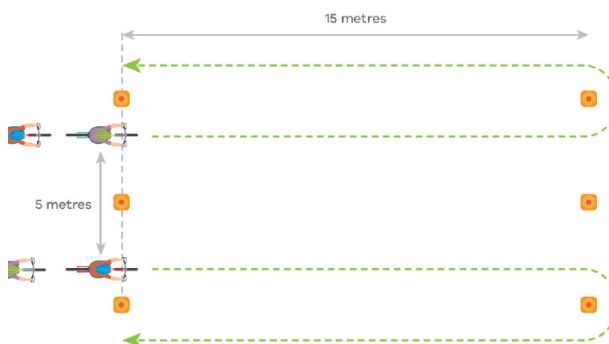
Activities & Differentiation

Set up the riding lanes as per the diagram. Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres). One student rides from one end to the other before braking safely and returning to the start line around the outside. Once the student has stopped, the next student begins riding. Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.

Activity Setup



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding.
- More confident students can have 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 wish to add the 'Hit the spot' game to the straight-line riding.

Teaching Points

This is simply an extension of the two and three pedal glides.

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

- You may wish to separate the groups by ability to do so.

Key Questions

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

Optional. Hit the spot game.

Approx. 5 minutes

Resource Requirements

Helmets and bikes (at least one between two), non-slip ground markings, and cones.

Safety

- Ensure that students do not go too quickly and maintain space to other bike riders.

Activities & Differentiation

Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group.

The setup and structure is as per the previous 'Straight line riding' activity.

- Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they make contact with the target marker with their front tyre, then they will say 'Hit!'
- Each student will count the number of 'Hits' that they achieve during the time period.

Use this opportunity to work specifically with those students who are still having difficulty.

Modifications

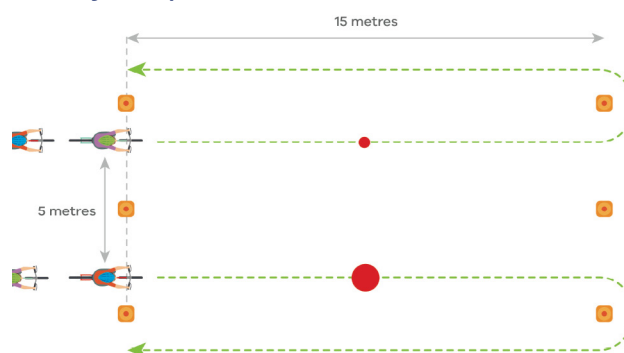
The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).

Progressions

For more skilled and confident riders, add more markers to the area for them to hit.

- Different coloured markers may have different points

Activity Setup



Teaching Points

The focus of the game should be to apply the movement 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 hit the mark as possible?

- Slow, smooth steering.



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



allocated, or level of difficulty assigned. Students may aim for the same colour markers while avoiding others.

- Use chalk (if possible, on the surface) to draw markers of different sizes and/or colours and allow students to choose which markers to aim for.
- Draw or place obstacles in the area that they must avoid whilst hitting the targets.
- To add fun and humour, you can use rubber squeaky dog toys as these make a noise when run over. Before using them, ensure they are soft enough to not cause the bike to wobble when run over creating a hazard.
- Instruct students to roll over the marker with only their rear tyre instead of their front, or with both tyres.

Optional. Traffic light riding.

Approx. 5 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

Use the same lanes from the previous activity. Students can walk, glide or ride before returning back to the beginning around the outside.

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" before 'Green' is called.

As students progress with this task, encourage them to reset the starting pedal as quickly as possible after stopping, so they are ready to start again.

Modifications

Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes. This ensures that all students are included in the activity and have an opportunity to participate and develop their balance and stopping skills.

Activity Setup



Teaching Points

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

Key Questions

With a safe attitude, how close should you be to the rider in front?



LESSON PLAN

Unit 1 Lesson 5: Straight line riding



Progressions

Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.

Call out other colours (other than red, yellow, green) as decoys, so that students have to focus and think about what they are doing.

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

Reflection & closure.

Approx. 2 minutes

Activities & Differentiation

- How do 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?

Key Questions

How did you find it easiest to keep the bike going in a straight line?

What tips do you have for other students to help them start as easily as possible?



Lesson 6: Turning and bike handling

.....

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



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.



EQUIPMENT

Bikes (preferably one each, or one between two), helmets, cones, helmet fit guide and ABCD check guide.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



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.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



Tuning in activity. Starting and stopping - revision.

Approx. 3 minutes

Activities & Differentiation

Optional: split the class into two groups and assign one of the following questions to each group, in pairs.

What were the keys to being able to start your bike?

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

What were the keys to being able to stop your bike with control?

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

Teaching Points

Starting the bike:

- get your pedal into power position (describe)
- push off the ground with the other foot
- push really hard into the power pedal
- look where you want the bike to go

Stopping the bike:

- Apply the brakes gently and smoothly
- Try not to skid
- Be aware of surroundings so that you don't need to brake suddenly
- Keep a safe distance to the rider in front

Key Questions

What might happen if you apply the brakes suddenly?

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.*

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.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



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. Straight line riding.

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 ridden around.
- Provide ample space between groups.

Activities & Differentiation

Set up the riding lanes as per the diagram. Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres).

One student rides from one end to the other before braking safely and returning to the start line around the outside.

Once the student has stopped, the next student begins riding.

Use this opportunity to work specifically with those students who are still having difficulty.

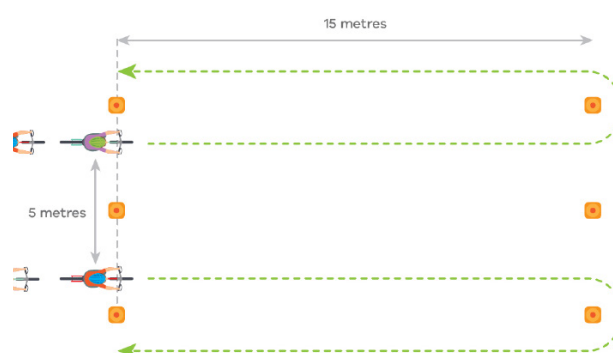
Modifications

Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.

Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst

Activity Setup



Teaching Points

This is simply an extension of the two and three pedal glides.

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 1 Lesson 6: Turning and bike handling



- students are riding.
- More confident students can have 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 wish to add the 'Hit the spot' game to the straight-line riding.

- You may wish to separate the groups by ability to do so.

Key Questions

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

Activity 2. Turning.

Approx. 20 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

Bring class together to demonstrate turning.

Slalom course walk

Set up a short slalom course with cones, as per the diagram. Have students walk their bikes through the slalom course, turning the handlebars gently and leaning it into the turn.

- Check the students are correctly turning the handlebars and leaning towards the turn, emphasising smoothness and gentleness.

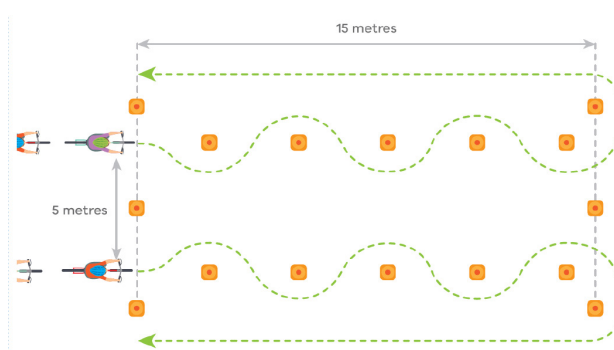
Riding whilst turning

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.

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.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



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 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.

Key Questions

Which is the best way to turn the bike?

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

Activity 3. Follow the leader.

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.

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.

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.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



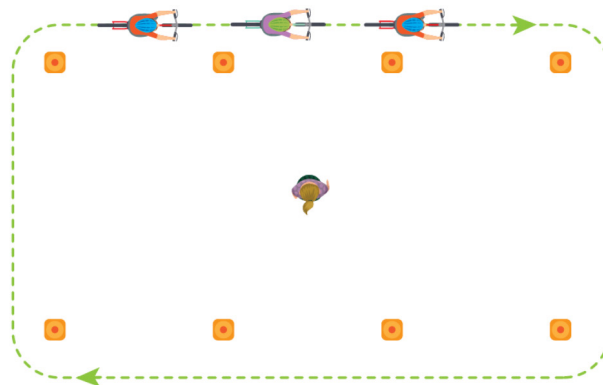
Modifications

- 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 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.

Activity Setup



Optional. Hot spot game.

Approx. 5 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

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.



LESSON PLAN

Unit 1 Lesson 6: Turning and bike handling



obstacles to the course.

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. 2 minutes

Activities & Differentiation

- What are the key things to remember to make a good turn?
- How do we make sure that we can ride safely around other people, like in the traffic light game?

Thumbs up/down/sideways: Are you confident turning the bike and staying in control?

Key Questions

How did you find it easiest to make the bike turn smoothly?

What tips do you have for other students to help them learn turning as easily as possible?



Lesson 7: Building skills and confidence

.....

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 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.



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



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.*

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?



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



- 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.

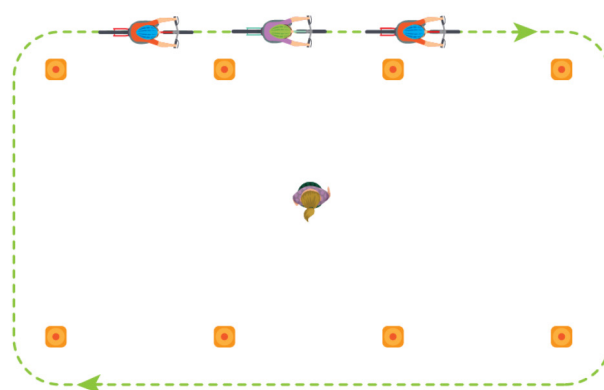
Modifications

- 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?



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



- 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

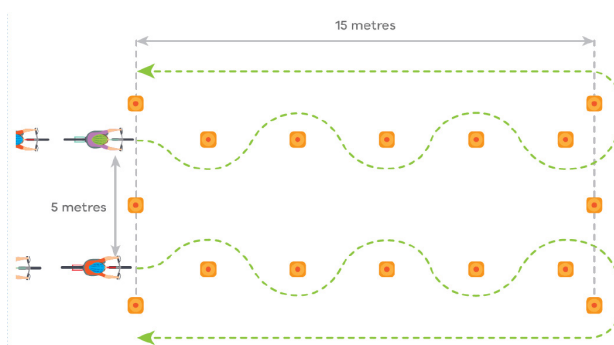
Novice riders may be more comfortable practicing without cones.

- 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.



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



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?



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



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!



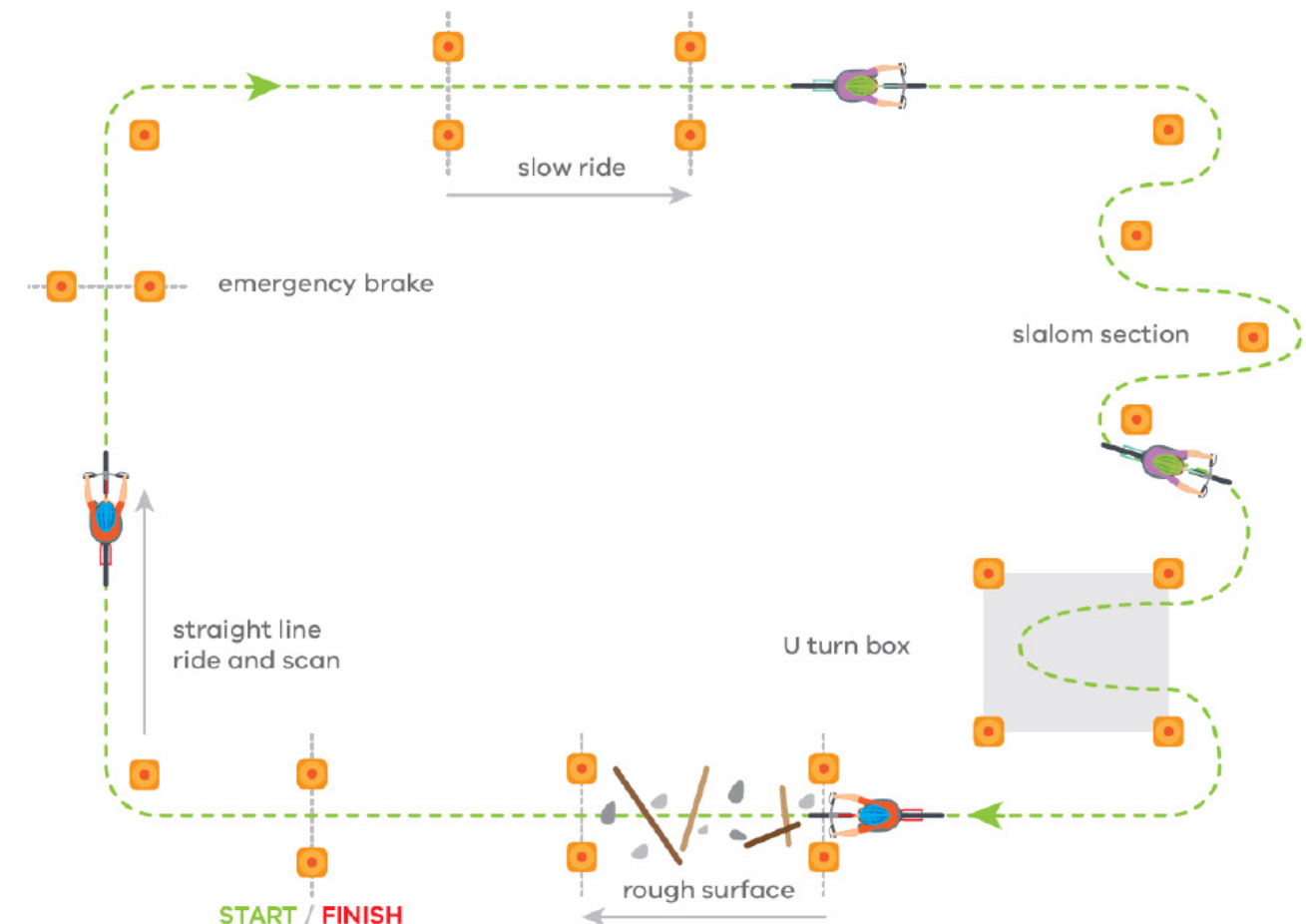
LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



- 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



LESSON PLAN

Unit 1 Lesson 7: Building skills and confidence



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.

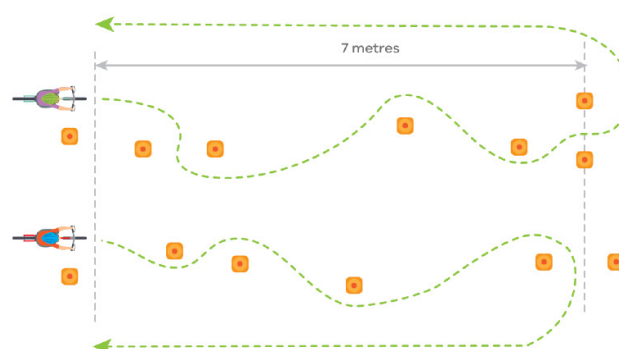
Progressions

- 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?



Lesson 8: Challenge and Certificates

.....

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 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.



LESSON PLAN

Unit 1 Lesson 8: Challenge and Certificates



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.



LESSON PLAN

Unit 1 Lesson 8: Challenge and Certificates



cultural clothing, please email 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'.

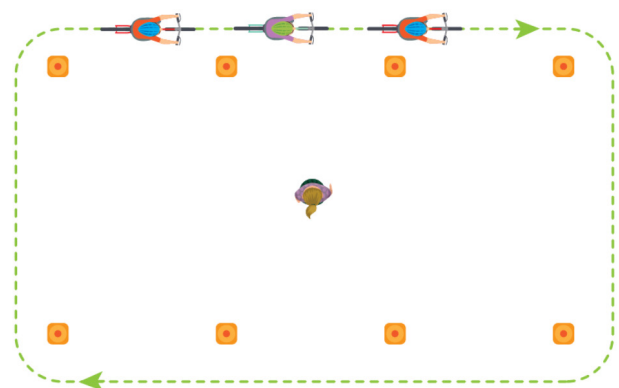
- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

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



LESSON PLAN

Unit 1 Lesson 8: Challenge and Certificates



- 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.



LESSON PLAN

Unit 1 Lesson 8: Challenge and Certificates



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)

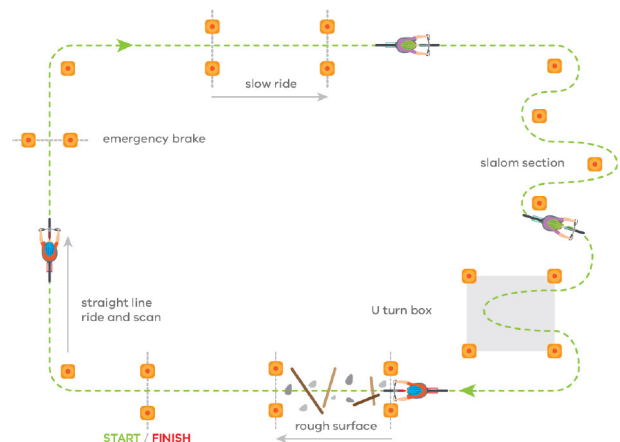
Create a course designed to test a range of different skills that the students have learned. An example course is shown in the diagram.

- 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?

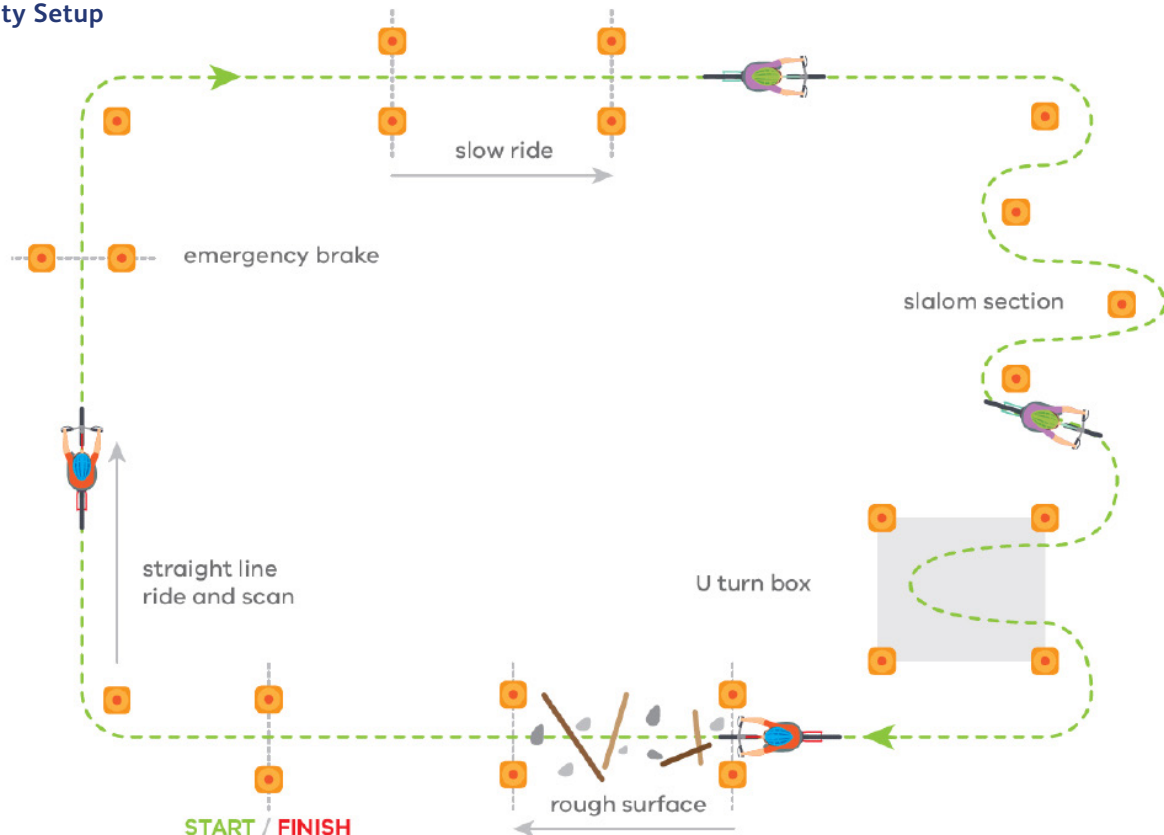


LESSON PLAN

Unit 1 Lesson 8: Challenge and Certificates



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?

