

# 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](mailto:bikeed@transport.vic.gov.au).



### SUGGESTED STAGE

While this Unit is designed for Years 1 and 2 (age range 6-9 years), you may choose to use these lessons for a different age range, depending on the development, maturity and existing bike riding experience level of your students.



### SUGGESTED DURATION

This is the 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.





**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](mailto: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

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### 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 have 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

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

#### Walking the bike

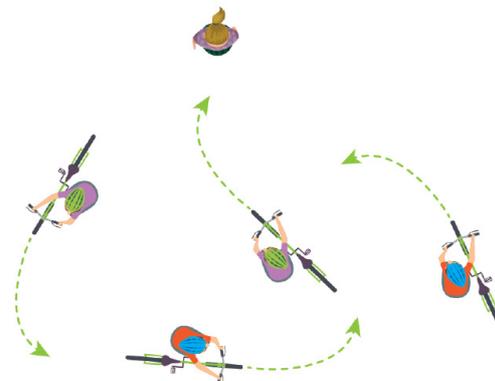
Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands.

- 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).

#### Safety

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

#### 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.

#### 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?



**Optional. Short rides.**

Approx. 5 minutes

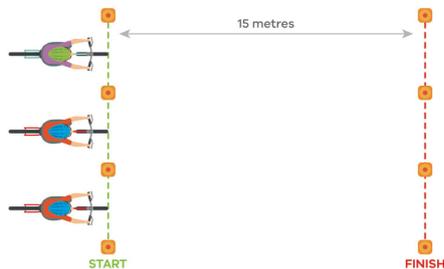
**Resource Requirements**

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)?

