

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

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Bikes are for everyone!

Anyone can ride a bike. However, some students may require additional assistance in the form of modified equipment and differentiated teaching. Suggestions for activity differentiation are provided throughout the lesson plans. Some students may also benefit from learning support aids such as social stories and other resources. If you would like further information on options for equipment modifications, adaptive bicycles and assistive technology, and learning support aids to assist with the delivery of Bike Ed, please email bikeed@transport.vic.gov.au.



SUGGESTED STAGE

While this Unit is designed for Years 7 and 8 (age range 12-15 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 nine lessons for Unit 4 – Riding independently.
Suggested lesson duration: 45 minutes.



LEARNING INTENTIONS

- For students to revisit and revise the skills needed for safe participation in Bike Ed.



SUCCESS CRITERIA

- Demonstrate how to change gears.
- Apply brakes smoothly with balance and control.
- Keep a safe distance (at least 2 bike lengths) when riding.



EQUIPMENT

- Please refer to Unit 4 Appendix 1 for riding station setup details and diagrams, which is for both lessons 1 and 2.
- Bicycles (at least one per two students), helmets (one per student), pens, self-assessment sheets, cones, measuring tapes, stop watches, tennis balls/small beanbags, ground marking (existing surface marks, tape, or removable markings).
- Permission forms for outside group rides (in later lessons).



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CURRICULUM LINKS

The Bike Ed program is designed to support all students by emphasizing the importance of safety and promoting independent travel skills. The Bike Ed program caters for all students and recognizes the need to teach safety and independent travel for all. Acknowledging the diverse needs of learners, we are committed to providing tailored assessment materials for students working at levels below the Foundation stage (A-D curriculum). For more information please email bikeed@transport.vic.gov.au.

CONTENT DESCRIPTORS (Geography)

VC2HG8S02 collect, organise and process information and data from primary and secondary sources, including fieldwork, and using geospatial technologies and digital tools as appropriate.

VC2HG8S03 represent and describe information and data using a range of formats, including maps constructed with geospatial technologies.

(HPE)

VC2HP8M01 refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settings.

VC2HP8M02 design and demonstrate how movement strategies can be manipulated to improve movement outcomes.

VC2HP8M03 demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes.

VC2HP8M04 adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performance.

ACHIEVEMENT STANDARD (EXTRACT) (Geography)

By the end of Level 8, students:

- collect, organise, process and represent information and data from primary and secondary sources using geospatial technologies.

(HPE)

By the end of Level 8, students:

- apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes.



LEVEL 7 – 8 RUBRIC: BIKE ED

By the end of Level 6	Progressing towards Level 8	By the end of Level 8
Students can identify safety issues in their own and others' bikes, clothing, and equipment, and suggest practical solutions to improve safety.	Students can undertake some of the basics of bike maintenance: <ul style="list-style-type: none">· change a flat tyre· check tyre pressure· adjust seat height to fit individual· clean and oil the chain· fix a punctured tube	Students can undertake all of the basics of bike maintenance: <ul style="list-style-type: none">· change a flat tyre· check tyre pressure· adjust seat height to fit individual· clean and oil the chain· fix a punctured tube
Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands).	Students demonstrate successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands) and are beginning to take the lead or serve as role models for others.	Students demonstrate and can lead successful communication to other riders whilst riding outside of the school (head scan, head checks, hand signals, voice commands).

Continued overleaf.



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LEVEL 7 – 8 RUBRIC: BIKE ED (Continued)

By the end of Level 6	Progressing towards Level 8	By the end of Level 8
Students obey all road safety rules whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs).	Students obey all road safety rules whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs) and are beginning to take the lead or serve as role models for others.	Students lead others in adherence to all road safety rules, instructions and norms whilst riding outside the school (Keep to the left side of the road, leave at least 1 metre space from the parked cars, give way to the right, obeys all traffic signals and signs).
Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths).	Students obey all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths) and serve as role models for others.	Students lead others in obeying all road safety instructions and norms whilst riding outside the school (follows all instructions from the teacher ride in single file and does not overtake unless instructed, maintains safe space between riders of two bike lengths).
Students can identify and mitigate hazards in a community setting with assistance. Students can plan a safe travel route using a range of technologies and information (with teacher oversight)	Students can plan a safe travel route using various geospatial technologies and information (with teacher oversight) based on current conditions, hazards and the environment.	Students can plan several safe travel routes alternatives using various geospatial technologies and information (with teacher oversight), choosing the best and safest route based on current conditions, hazards and the environment.

Tuning in activity. Brainstorming bikes and benefits.

Approx. 5 minutes

Activities & Differentiation

Why do we ride bikes?

Brainstorm of reasons to ride a bike:

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

Bike Ed unit summary

Brainstorming previous Bike Ed sessions or general cycling knowledge. Outline that there will be lessons on

Teaching Points

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

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

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

Basic road rules:

- When to stop (Stop/Give way/traffic lights)
- Where to go (on the left)



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bike skills and skills needed to ride on the road. At the end of the unit, we'll do a short ride and a longer ride outside the school. A thumbs up/down/sideways about whether they can ride a bicycle.

Road rules

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

Special road rules for bikes:

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

- Who has priority (pedestrians)
- What to have (helmet, brakes, lights at night)

Key Questions

Why do we have road rules?

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

What rules do you think are most important? Why?

Knowledge questions:

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

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

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

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

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

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Dropping the bike should only be from a very small height (approx. 5-10cm).
- Ensure bike seats are at the appropriate height for the student. Use the Bike fit guide.

Activities & Differentiation

Helmet & clothing check

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.
- Students will put on their own helmets.

Teaching Points

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

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

If we aren't dressed properly then we can't be seen easily, so someone might run into us.

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

Key Questions

- Why do we wear a helmet?



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** 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

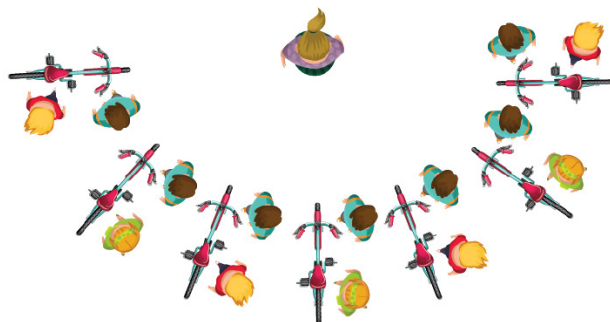
Each student completes a check of their bicycle, as led by the teacher. Use ABCD check guide. The ABCD check is as follows:

- A. Is there air in the tyres? Squeeze the tyre walls.
- 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.

- 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. Riding stations.

Approx. 30 minutes

Resource Requirements

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

Safety

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

Activities & Differentiation

Walkthrough of riding stations

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

- Students will work in pairs or small groups.
- Students will spend five minutes at each station

Activity Setup - Riding stations

*please refer to Unit 4 Appendix 1 for setup details and diagrams, which is used for both lessons 1 and 2.



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before moving on to the next station. There will be seven stations in total, of which two will be completed this class.

- At each station one student will complete the station whilst their partner assists by measuring, timing or counting.
- Discuss the requirements of riders and partners at each of the two stations.

Riding stations

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

Modifications

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

Progressions

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

Teaching Points

Working together.

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

Activities

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

Accurate measurement

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

Honesty

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

Students working independently

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

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

Tips for Turning

- Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn.
- The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required.
- Emphasise that the movements must be small and gentle, rather than sharp and sudden.

Key Questions

- How do we use the stopwatch/measuring tape?
- What is important to make this activity work well for everybody?
- How do we work productively as a group?
- How do we make sure that everyone is getting a fair turn?
- What tips do you have for others to make riding easier?
- Which is the best way to turn the bike?
 - Smooth and slow.
 - Look in the direction you want to turn.



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Reflection & closure.

Approx. 5 minutes

Activities & Differentiation

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

Questioning to recap learning intentions.

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

Key Questions

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



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