

Year Level: **Years 1 and 2**

Unit 1: **Becoming a bike rider**

Lesson 1: **Pre riding preparation**

Date:



### Lesson approach

This is the first of eight lessons for Unit 1 – Becoming a bike rider. This lesson is 45 minutes long.

### Curriculum links

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)

Recognise situations and opportunities to promote their own health, safety, and wellbeing (VCHPEP074)

Identify and explore natural and built environments in the local community where physical activity can take place (VCHPEP079)

### Learning intentions and success criteria

#### Learning intention

To understand the benefits of cycling.

To know the basic components of a bicycle.

To prepare students to undertake the Bike Ed program.

#### Success criteria

Student able to provide examples of and explain the benefits of cycling.

Students able to identify the basic components of a bicycle.

Student begins to show enthusiasm for riding a bicycle.

### Equipment

Video projector, worksheet, pens, glue, scissors, bike parts poster, a bicycle.

### 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.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
7 mins	<p><b>Equipment</b></p> <p>A bicycle. This could be your own bike, or that of a friend or colleague.</p> <p><b>Safety</b></p> <p>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.</p>	<p><b>Tuning in activity</b></p> <p><b><i>This is my (or my friend's) bike</i></b></p> <ul style="list-style-type: none"> <li>Teacher brings their bike to class. <ul style="list-style-type: none"> <li>What is it?</li> <li>Why is it special to me? Tell a story.</li> <li>Do you ride to work?</li> <li>Did you teach a child? Is it their bike?</li> <li>Have you ever had a fun ride? Maybe with a friend?</li> <li>What was something fun you did, or saw/heard someone else do?</li> </ul> </li> </ul> <p>Introduce the Bike Ed program.</p> <ul style="list-style-type: none"> <li>Unit 1 includes eight lessons, where we'll learn about bikes, learn to ride bikes, and get better at riding. <ul style="list-style-type: none"> <li>Finish with a riding course and a 'license' for Bike Ed.</li> </ul> </li> <li>Ask students to raise their hand if they have ridden a bike before and what they already know about bikes.</li> <li>Students tell another student about their experiences riding a bike, or watching others ride bikes.</li> </ul>	<p>Students will have seen a bicycle before and may have experiences riding a bike.</p> <p>The aim is to generate enthusiasm for riding a bike. Tell a story about how riding a bike is fun or useful.</p> <p><b>Key questions</b></p> <p>Have you ridden a bike before?</p> <p>What do you already know about bikes?</p> <ul style="list-style-type: none"> <li>Types of bike (racers, mountain bikes, BMX etc.)</li> <li>Bike trailers.</li> <li>E-bikes.</li> </ul>	<p>Students provide feedback on their experience riding bikes.</p>
8 mins	<p><b>Equipment</b></p> <p>Video projector. Bike Ed introductory video.</p> <p><b>Safety</b></p> <p>N/A</p>	<p><b>The benefits of bike riding: video</b></p> <p>Show the Bike Ed introduction video.</p> <ul style="list-style-type: none"> <li>This will include an overview of people riding bikes, what they are doing whilst riding bikes and the benefits of bike riding.</li> <li>The video is included in the resources for Unit 1.</li> </ul> <p>Think/pair/share of the favourite place you have ridden and what place would be most fun to ride to.</p>	<p>Whilst riding bikes is fun, it is also a great way to get to places that you want to go.</p> <p>Perhaps, when you know how to ride, you could ride to the park, to the beach or to your friend's house.</p> <p><b>Key questions</b></p> <p>Where are some places near you that you could ride to?</p>	<p>Shared places to cycle to.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
8 mins	<p><b>Equipment</b> N/A</p> <p><b>Safety</b> N/A</p>	<p><b>The benefits of bike riding</b></p> <p>What are the benefits of bike riding?</p> <ul style="list-style-type: none"> <li>• Introduce these reasons</li> <li>• Ask students to provide others that they can think of.</li> </ul> <p>Students should provide three reasons why they'd like to ride bikes.</p> <ul style="list-style-type: none"> <li>• Share these reasons with a partner and then with the class.</li> <li>• Sentence starter:</li> <li>• "I would like to ride a bike because ....."</li> </ul>	<p>Bike riding has many benefits:</p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Riding, instead of driving, helps the environment</li> <li>• Activity to share with friends</li> <li>• Fun!</li> <li>• Can get places further away and faster than walking.</li> <li>• Cheap</li> </ul> <p><b>Key questions</b></p> <p>Why is exercise important?</p> <ul style="list-style-type: none"> <li>• Keeps us healthy</li> <li>• Makes us strong and fit</li> </ul>	Shared reasons for cycling.
20 mins	<p><b>Equipment</b> Paper, scissors, glue, pencils, poster, worksheets.</p> <p><b>Safety</b> N/A</p>	<p><b>Parts of the bike</b></p> <p>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.</p> <p>Using the blank worksheet, students will copy the bike part names into the correct spots.</p> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Depending on the student level, the parts may be copied from the sheet by pencil or cut out and glued in place.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• Additional bike parts can be added for students if required.</li> </ul>	<p>Students should have an understanding of the basic parts of a bike prior to learning to ride.</p> <ul style="list-style-type: none"> <li>• Handlebars</li> <li>• Brakes</li> <li>• Pedals</li> <li>• Wheels</li> <li>• Tires</li> <li>• Seat</li> <li>• (Helmet)</li> </ul> <p><b>Key questions</b></p> <p>How might we use each of these bike parts to ride a bike?</p>	Completed worksheets on bike parts.
2 mins		<p><b>Closing</b></p> <p>Ask students about the different parts of the bike.</p> <p>Thumbs up/down/sideways: Who is excited about riding bikes?</p>	<p>What are the different parts of the bike?</p> <p>What do they do?</p>	Thumbs up/down/sideways.



