

Year Level: **Years 1 and 2**
Unit 1: **Becoming a bike rider**
Lesson 2: **Bike familiarity**

Date:



Lesson approach

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

Curriculum links

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)

Perform fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings (VCHPEM080)

Learning intentions and success criteria

Learning intention

Understand what makes a safe ride.

Know how to check that you are ready to ride safely.

Knows how to stop a bike safely.

Success criteria

Can recall the ground rules for bike riding and understand their meaning.

Can put on a helmet correctly and demonstrate a safe attitude to riding.

Can use the brakes correctly to stop the bike.

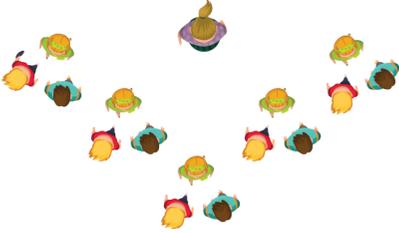
Equipment

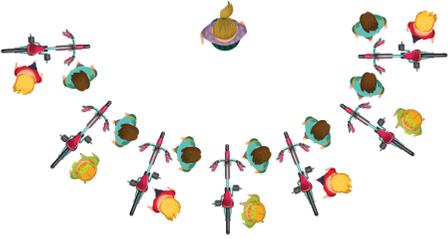
Video projector, what is safe on a bike worksheet, pens, glue, scissors, parts of a bike poster, a bicycle.



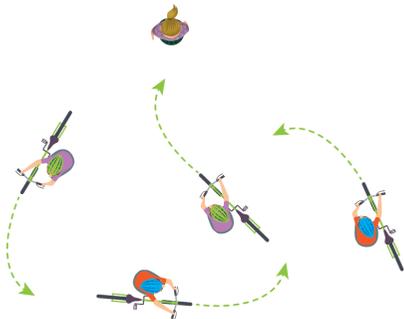
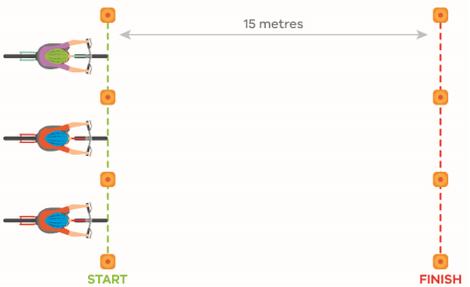
Time	Preparation and resources	Learning activities	Teaching points	Assessment
3 mins	<p>Equipment N/A</p>	<p>Tuning in activity Revising our bike knowledge What were two of the benefits of riding a bike?</p> <ul style="list-style-type: none"> Tell your partner and pick the two best ones from your group. 	<p>Cycling benefits include:</p> <ul style="list-style-type: none"> Exercise Riding, instead of driving, helps the environment Activity to share with friends Fun! Can get places further away and faster than walking. <p>Key questions Why is it good to ride bikes?</p>	
10 mins	<p>Equipment Video projector Bike Ed safety demonstration video Worksheets Pencils</p> <p>Safety N/A</p>	<p>Bike safety introduction: video Show the Bike Ed safety demonstration introduction video (available in online resources). Hand out what is safe on a bike worksheet.</p> <ul style="list-style-type: none"> Students will need to circle each of the items that will make it safer when we ride bikes. 	<p>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:</p> <ul style="list-style-type: none"> Riding safely with the right attitude. Being seen. Having a safe bike. Being protected if we fall off. <p>Key questions What is the MOST important part of bike safety?</p> <ul style="list-style-type: none"> Having a safe attitude when you are riding. 	Completed what is safe on a bike worksheet.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
20 mins	<p>Equipment</p> <p>Helmets (at least one between two) and helmet fit guide.</p>  <p>Safety</p> <p>If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</p>	<p>What do we need to do to be safe?</p> <p>1) Helmets</p> <p>We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work.</p> <p>Demonstrate how to put on the helmet using the two fingers method, with display the helmet fit guide prominently.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>2) Safe clothing for riding</p> <p>One of the best ways to be safe is to dress properly.</p> <ol style="list-style-type: none"> 1) Helmet 2) The right shoes 3) Bright coloured clothing <p>Explain how each of these is important.</p> <p>Have students check each other's clothes to see if they're OK. What things should be improved?</p> <p>3) Safe attitudes</p> <p>When we ride our bikes, going quickly is not important. We are aiming to ride safely.</p> <p>Emphasise that our number one goal is to avoid danger. Once we do that we will have a lot more fun.</p> <p>Bike Ed ground rules:</p> <ul style="list-style-type: none"> • Ride a speed where <u>everyone</u> is comfortable. • You may only ride when you have: <ul style="list-style-type: none"> • A safe helmet • A safe bike • Safe clothing and shoes, and • A safe attitude. • If the whistle is blown then everyone must stop immediately, wherever they are. • Try your best, have fun, respect others <p>Everyone has a right to feel safe during Bike Ed.</p> <p>4) Safe bike</p> <p>Bikes need to be safe to help us ride safely. We will look at this more next class</p> 	<p>Helmets:</p> <p>We must always wear a helmet when on a bike because it protects our head and our very important brain.</p> <p>It is just as important for the helmet to fit correctly, otherwise it won't work.</p> <p>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.</p> <p>Key questions</p> <p>What's the first thing we should do when we are about to go for a ride?</p> <ul style="list-style-type: none"> • Put on a helmet! <p>Safe clothing:</p> <ul style="list-style-type: none"> • An approved helmet <ul style="list-style-type: none"> • Protects your head in a crash. • Non-slip, closed toe shoes <ul style="list-style-type: none"> • So you don't slip on the pedals or ground when you stop. • Bright clothing <ul style="list-style-type: none"> • So that other road users can see you on the footpaths and roads <p>Key questions</p> <p>Why is it so important to protect our head?</p> <p>Why should we be dressed so brightly?</p> <p>Attitude:</p> <p>Having a safe attitude is most important on a bike. It means that we make good decisions that stop us being in dangerous situations.</p> <p>Riders should ride 'defensively'. This means that they should have the attitude of avoiding danger first and foremost, rather than going quickly.</p> <p>Riding safely is more important because our bodies are squishy and soft, and the road/cars etc. are not.</p> <p>Key questions:</p> <p>Why do we need to ride with a safe attitude?</p>	<p>Feedback on clothing improvements.</p>

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10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student).</p>  <p>Safety</p> <p>Ensure that other students are clear of the bikes as they are being pushed around.</p> <p>Bikes to be walked slowly around.</p>	<p>Brakes</p> <p>Instruction of how to use the brakes:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 moves (no footbrakes) or stops (has a footbrake). • Demonstrate the correct use of a handbrake, which should be copied by the students. <ul style="list-style-type: none"> • Holding the handlebars with two fingers on the handbrake lever • Slowly and steadily pull the handbrake lever. • Do not pull as hard as possible, as this will result in a sudden, uncontrolled stopping, possible resulting in a fall. <p>Walking the bike</p> <ul style="list-style-type: none"> • Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <p>For students that also have a footbrake, walk the bike and push the pedal backward. Students should note the braking from pressing the footbrake.</p>	<p>Brakes are used to slow the bike down. There are different types:</p> <ul style="list-style-type: none"> • Hand brakes. • Foot brakes. <p>Brakes need to be pressed smoothly to ensure we keep control of the bike as it slows.</p> <p>The aim is to provide students with a familiarity and a feel for the brakes.</p> <p>Key questions</p> <p>Why don't we pull the brake as hard as possible to stop as quickly as possible?</p>	



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Extra	<p>Equipment</p> <p>Helmets and bikes (at least one between two).</p>  <p>Safety</p> <p>Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p>Quicksand game</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Key questions</p> <p>What happens if we grab the bike brake too quickly?</p>	
2 mins		<p>Closing</p> <p>What do we need to do to be safe when riding a bike?</p> <ul style="list-style-type: none"> Helmet Clothes Bike Attitude <p>Thumbs up/down/sideways: Who thinks they know how to be safe on a bike?</p>		Thumbs up/down/sideways.
Optional	<p>Equipment</p>  <p>Safety</p> <p>N/A</p>	<p>Short rides</p> <p>Students who are confident may be very keen to start riding as soon as possible.</p> <p>It is important that correct braking technique and confidence is taught prior to undertaking riding activities.</p> <p>Set up riding lanes as per the diagram (you may include additional lanes).</p> <ul style="list-style-type: none"> 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). 	<p>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.</p> <p>Ensure that correct braking technique is taught prior to undertaking the activity.</p> <p>Students who are not ready to do full riding should be encouraged to continue walking with the bike, as this will help them.</p>	

