

Year Level: **Years 1 and 2**

Unit 1: **Becoming a bike rider**

Lesson 3: **Getting on the bike**

Date:



Lesson approach

This is the third 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)

Discuss the body's reactions to participating in physical activities (VCHPEM083)

Incorporate elements of effort, space, time, objects, and people in performing simple movement sequences (VCHPEM084)

Learning intentions and success criteria

Learning intention

To know whether a bike is the correct size.

To be comfortable testing their balance on the bike.

Success criteria

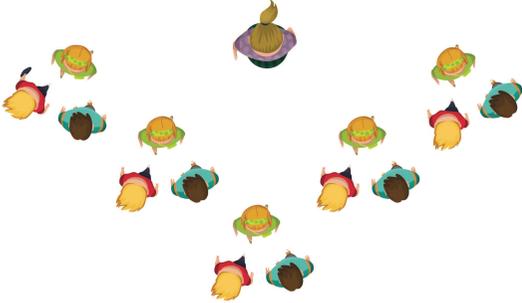
Can put on helmet correctly and check if a bike fits correctly.

Can straddle a bike whilst shifting balance from one foot to another, lifting a foot from the ground.

Equipment

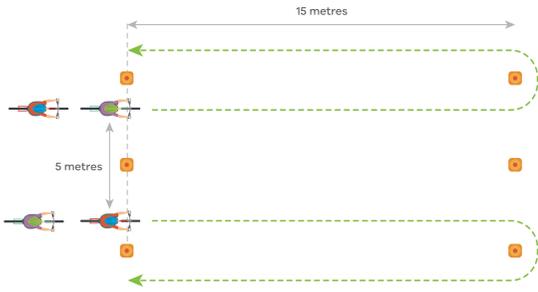
Bikes (one between two), helmets, helmet fit guide and bike fit guide.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment N/A</p>	<p>Tuning in activity Safe clothing and attitude check Students, with a partner, will check:</p> <ul style="list-style-type: none"> • Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to stop it catching in the chain. Shoes are study, close toed and non-slip, for stopping and protection. <p>Attitude check: What do we need to do in Bike Ed?</p> <ul style="list-style-type: none"> • Try your best, have fun, respect others. 	<p>Start the sessions with a reinforcement that students are safe, and they are mentally prepared for bike riding.</p>	<p>Check on student clothing.</p>
5 mins	<p>Equipment Helmets and helmet fit guide.</p>  <p>Safety If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</p>	<p>Helmet fitting revision 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, 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>Progressions Experienced riders can help others.</p>	<p>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.</p> <p>Key questions 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>Checking on students fitting helmets.</p>
5 mins	<p>Equipment Bikes (approximately one between 2-3 students).</p>  <p>Safety Ensure bikes are safely on their stands. Students must be careful not to put their hands next to moving parts in the bike.</p> 	<p>Simon says: Bike parts 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."</p>	<p>Parts of the bike may include:</p> <ul style="list-style-type: none"> • Seat • Wheels • Tyres • Pedals • Chain • Handlebars • Frame • Brake lever • Anything else the teacher feels may be helpful. 	<p>Teacher observations of knowledge.</p>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Helmets (at least one between two), bikes and bike fit guide.</p>  <p>Safety</p> <ul style="list-style-type: none"> 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. 	<p>Does my bike fit?</p> <p>Using the bike fit guide sheet, run through the checklist for fitting a bike as a group:</p> <ol style="list-style-type: none"> 1) Frame – approx. 5cm from crotch to top tube when straddling the bike while standing. 2) Seat – when sitting on the bike, can just touch the ground with your tippy toes. 3) Forearm check – The distance between the bike seat and the stem (post attached to the handlebars) should be approximately the size of the rider’s forearm. This can be fixed by moving the seat forwards or backwards. 4) Handlebars – when sitting on the bike, should be leaning slightly forwards when gripping the handlebars. <p>Demonstrate the correct way to get on to the bike: Swing leg over the rear tyre when mounting the bike.</p> <p>Go through the students and adjust the bikes as necessary, especially the seat height.</p>	<p>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.</p> <p>A correctly fitting bike is important because otherwise the bike will be:</p> <ul style="list-style-type: none"> • Tricky to ride, which is unsafe. You’ll fall off it a lot. • Exhausting to ride, which means you’ll get tired more quickly. <p>Make sure that students mount the bike by swinging their leg over the rear tyre, <u>not</u> the top bar.</p> <p>Key questions</p> <p>Why won’t the same bike be suitable for everyone?</p> <ul style="list-style-type: none"> • Everyone is different. We are all different sizes. 	Checking on student bikes.
10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student).</p>  <p>Safety</p> <ul style="list-style-type: none"> 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. 	<p>Balancing on the bike</p> <p>Start with good bike posture whilst sitting on the saddle and standing on tip toes.</p> <ol style="list-style-type: none"> 1) Balancing on one foot: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <p>Modifications</p> <p>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.</p> <p>Progressions</p> <p>If students are very comfortable, have them try to lift both feet just off the ground simultaneously.</p>	<p>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.</p> <p>Key questions</p> <p>When was it easiest to balance?</p>	Observations of students on the bikes.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment Bicycles and helmets (one per student) and cones.</p>  <p>Safety Riders should maintain distance from each other.</p>	<p>Walking whilst on the bike Pushing off from the ground</p> <ul style="list-style-type: none"> 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. Continue until students feel comfortable. <p>Modifications Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast lane or gliding lanes.</p> <p>Progressions If students are comfortable, have them push off and glide, balancing with a foot on the pedals.</p>	<p>This is to have students become accustomed to moving whilst in the riding position.</p> <p>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.</p> <p>Key questions When is it easiest to balance?</p> <ul style="list-style-type: none"> When the bike moves faster! 	Teacher observations of bike balancing.
5 mins		<p>Closing</p> <p>How do we put our helmets on? How do we tell if our bike fits?</p> <p>Thumbs up/down/sideways: Who thinks they know how to balance and move on a bike?</p>		Thumbs up/down/sideways.



