

Year Level: **Years 1 and 2**
Unit 1: **Becoming a bike rider**
Lesson 4: **Balance and moving**

Date:



Lesson approach

This is the fourth 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)

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 how to check that the bike is ready to ride safely.

To be able to move in a controlled manner whilst on the bike.

Success criteria

Can perform an ABCD bike check.

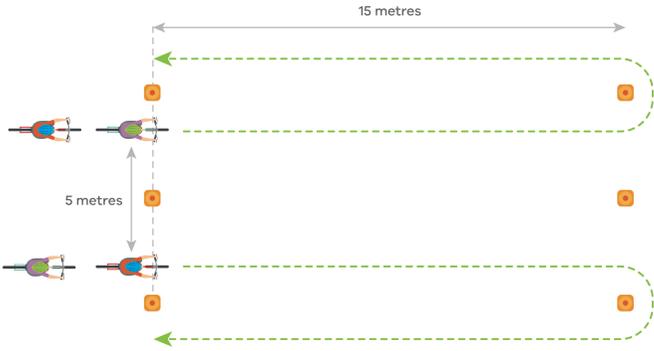
Can move the bike whilst straddling or sitting on the bike, using a foot to push and glide whilst seated.

Equipment

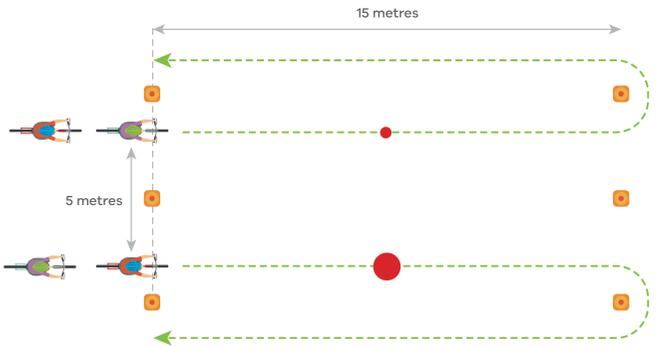
Helmets and bikes (at least one between two), cones, ABCD check guide, helmet fit guide.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment 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. Ensure bike seats are at the appropriate height for the student. 	<p>Helmet check</p> <p>Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.</p> <ul style="list-style-type: none"> Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial. Clothing is bright 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. <p>Attitude check</p> <p>Try your best, have fun, respect others.</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>If we aren't dressed properly then we can't be seen easily, so someone might run into us.</p> <p>Key questions</p> <p>Why do we wear a helmet?</p> <p>What are the best ways to make sure that cars and other riders can see you?</p>	<p>Helmet and bike cross check performed by peers.</p> <p>Students check their own clothing and note where they can improve.</p>
10 mins	<p>Equipment Bikes (one per small group), ABCD check guide.</p>  <p>Safety</p> <p>Only a very small drop when checking for anything loose. Only about 5 cm.</p> 	<p>ABCD bicycle check</p> <p>The ABCD (air, brakes, chain, drop) check is a quick check to ensure that our bike is safe to ride on. We check the most important parts of the bike.</p> <p>Distribute ABCD check guide.</p> <p>Each student completes a check of their bicycle, as led by the teacher. The ABCD check is as follows:</p> <ol style="list-style-type: none"> Is there air in the tyres? Squeeze the tyre walls. Do the brakes work? Squeeze each brake whilst lightly pushing the bike. Does the chain move smoothly? Inspect the chain and move the pedals. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike). 	<p>We must check the bike before we ride.</p> <p>If the bike has a problem, then it might be unsafe to ride on.</p> <p>We will be checking that the bike is safe to ride on each riding class, so this will be reinforced.</p> <p>Key questions</p> <p>Why do we need to check that our bike is safe to ride?</p>	<p>Checking on students.</p>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
15 mins	<p>Equipment Bicycles, helmets, and cones.</p>  <p>Safety Riders should maintain distance from each other.</p>	<p>Gliding</p> <p>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, 10 metres away, braking and helping to develop the feel of balance. • Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop. • Continue until students feel comfortable. <p>Gliding on one pedal</p> <ul style="list-style-type: none"> • Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot. • As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop. <ul style="list-style-type: none"> • Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal. • More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes. • Continue with this until students are comfortable moving with at least one foot off the ground. <p>Modifications If students are struggling, they may walk their bike to the end whilst straddling it.</p> <p>Progressions If students are comfortable, have them attempt to reach the end using the minimum number of pushes the can.</p>	<p>This is to have students become accustomed to moving whilst in the riding position. 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? When the bike moves faster!</p>	Teacher observations of bike balancing.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment Bicycles (at least one per two students) and helmets (one per student) and cones.</p>  <p>Safety Students must maintain at least two bike lengths distance to other bike riders.</p>	<p>Traffic lights.</p> <ul style="list-style-type: none"> Use the same lanes from the previous activity. Students can walk, glide or ride before returning to the beginning around the outside. Teacher can either call 'red', 'yellow' or 'orange'. <ul style="list-style-type: none"> 'Red' means that all riders must stop riding. All students call out "stopping!" 'Yellow' means that all riders must ride very slowly. All students call out "slowing!" 'Green' means that all riders must start riding at normal speed again. All students call out "going!" <p>Modifications Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes.</p> <p>Progressions Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.</p>	<p>It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.</p> <p>Communication is important, so ensure riders are calling out clearly.</p> <p>Key questions With a safe attitude, how close should you be to the rider in front?</p> <ul style="list-style-type: none"> At least two bike lengths, but even more if you don't feel safe. 	<p>Number of students gaining confidence to join more advanced lanes.</p>
Extra	<p>Equipment Helmets and bikes, non-slip ground marking.</p>  <p>Safety Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p>Hit the spot game</p> <ul style="list-style-type: none"> Using these groups, a marker (flat and non-slip) is placed on the ground between the opposing ends of each group. <ul style="list-style-type: none"> Cones may be used to set up 'gates' to ride through if ground markings are not available. Make wider gates for novice riders. The setup and structure are as per the previous 'Straight line riding' activity. Each student must try to roll over the target marker that has been placed on the ground with their front tyre. If they contact the target marker with their front tyre, then they will say 'hit!' Each student will count the number of 'hits' that they achieve during the time. Use this opportunity to work specifically with those students who are still having difficulty. <p>Modifications The width of the target markers can be adjusted for different groups, with novice riders having large (50cm) targets, whilst vary confident riders may have very small targets (5-10 cm).</p>	<p>The focus of the game should be to apply the move in a controlled manner. Students should focus on control, rather than speed.</p> <p>Key questions How did you steer the bike to make it as easy to hit the mark as possible? Slow, smooth steering.</p>	<p>Number of hits achieved by riders.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins		<p>Closing</p> <p>Thumbs up/down/sideways: Who thinks they know how safe a bike is to ride, and how to check?</p> <p>Thumbs up/down/sideways: Do you feel gliding on a bike?</p>		Thumbs up/down/sideways.



