

Year Level: **Years 1 and 2**
Unit 1: **Becoming a bike rider**
Lesson 5: **Straight line riding**

Date:



Lesson approach

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

Note: If students are ready and time is available, feel free to progress to Lesson 6 (turning the bike) as this will allow a greater variety of bike activities to be incorporated into the lessons.

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 be able to start riding from a stationary start.

To understand how to maintain balance on the bike whilst moving.

To have general control over the bike under supervision.

Success criteria

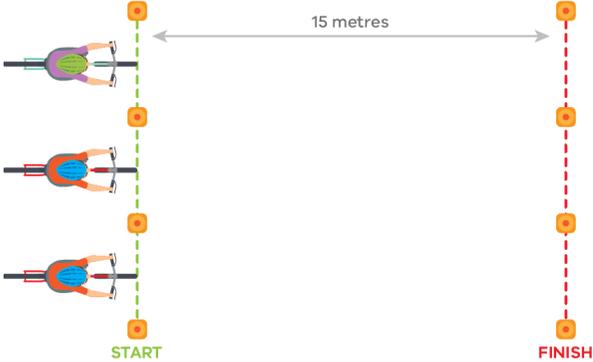
Can confidently start riding from a stationary start using the 'power pedal' position.

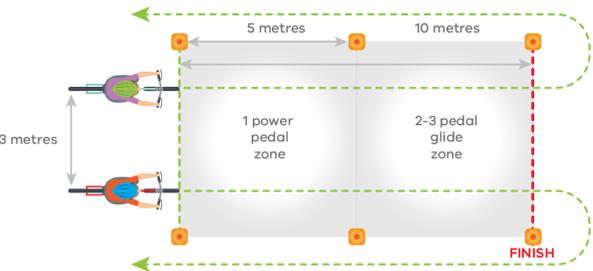
Can ride confidently in a straight line over a 10 metre distance.

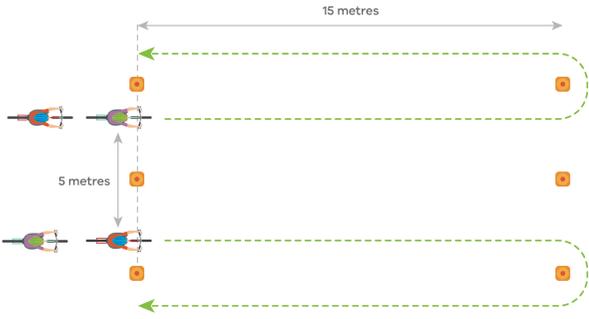
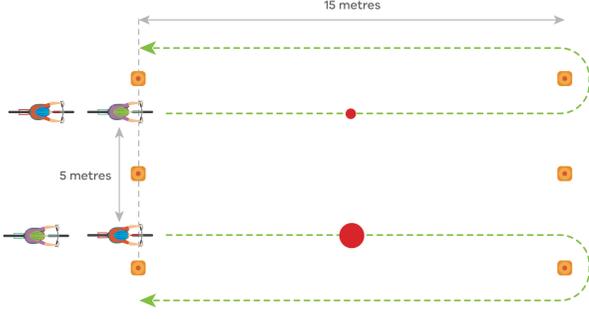
Equipment

Bikes (preferably one each, or one between two), helmets, cones, helmet fit guide and ABCD check guide.



Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), helmet fit guide and ABCD check guide.</p> <p>Safety</p> <ul style="list-style-type: none"> • Dropping the bike should only be from a very small height (approx. 10cm). • 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. Use helmet fit guide.</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 study, close toed and non-slip, for stopping and protection. • Students will put on their own helmets. <p>ABCD bicycle check</p> <p>Each student completes a check of their bicycle, as led by the teacher. Use ABCD check guide:</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>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>We must check the bike before we ride. If the bike has a problem, then it might be unsafe to ride on.</p> <p>Key questions</p> <p>Why do we wear a helmet?</p> <p>Why do we do a bike check before we ride?</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>
5 mins	<p>Equipment</p> <p>Bicycles, helmets, and cones.</p>  <p>Safety</p> <p>Ensure that other students are clear of the bikes as they are being pushed around.</p> 	<p>Push race</p> <ul style="list-style-type: none"> • Two lines are set up approximately 15 metres apart (using cones or existing surface lines). • Students start together lined up on one these lines. • If there is not enough space, break this into multiple groups one after another. • Students begin in the riding position, with legs straddling the top bar and dominant foot on the pedal. • Upon the whistle, students will push themselves to the other line using their non-dominant foot without pedaling. • Once they reach the other line, they are to brake the bike in a controlled way. • Repeat this until students are confident at gliding and balancing on the bike. 	<p>Students should straddle the bike to ensure that they are getting the feel for moving whilst on the bike.</p> <p>The students will be steering the bike using the handlebars. Steering should involve slow, smooth movements, rather than quick jerky ones.</p> <p>The pedal being used for balance should be at the six o'clock position, with the ball of their foot on the pedal.</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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15 mins	<p>Equipment Bicycles, helmets (one per student) and cones.</p>  <p>Safety Ensure that other students are clear of the bikes as they are being pushed around.</p>	<p>Starting on the bike</p> <ul style="list-style-type: none"> Show students (and have them imitate) the 'Power Pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube). To begin going forward, you need to put all your weight on the 'Power Pedal'. Demonstrate the starting of the bike using the power pedal. <p>One pedal glide</p> <ul style="list-style-type: none"> Two lines are set up approximately 5 metres apart (using cones or existing surface lines). Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another. Students will try to reach the other line using only one power pedal and then a glide. <ul style="list-style-type: none"> If the rider can't reach, they may then use their other foot to push them (as per the push race). If riders are confident, have them glide as far as they can using only the power pedal. Once they reach the other line, they are to brake the bike in a controlled way. Repeat this until students are comfortable using the power pedal. <p>Two and three pedal glide</p> <ul style="list-style-type: none"> Extend the cones back to 10 metres. As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones. If a rider is struggling to do a second and third pedal, go back to the one pedal glide until they build up more confidence before adding a second pedal. If students are getting confident, challenge them to go as far as they can with two or three pedals. Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside. Repeat this until students are comfortable doing multiple pedals consecutively. <p>Modifications Very uncomfortable riders may wish to continue practicing gliding and pushing, whilst straddling the bike.</p> <p>Progressions Cones can be added to weave around for very confident riders, if required.</p> 	<p>Starting the bike is much like the gliding activity in the last activity. The difference being that, instead of pushing off the ground, you push using the pedal.</p> <p>Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.</p> <p>The easiest way to do a 2nd and 3rd pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a strong power pedal, as it will help make the riding easier.</p> <p>Key questions</p> <p>Why is it important to have a strong power pedal?</p> <ul style="list-style-type: none"> Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up. 	<p>Observations of students on the bikes.</p> <p>Numbers of students successfully transitioning from 1 pedal glides to multiple pedal glides.</p>

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15 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p>Safety</p> <ul style="list-style-type: none"> - Ensure that other students are clear of the bikes as they are being ridden around. - Provide ample space between groups. 	<p>Straight line riding</p> <ul style="list-style-type: none"> • Set up the riding lanes as per the diagram. • Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres). • One student rides from one end to the other before braking safely and returning to the start line around the outside. • Once the student has stopped, the next student begins riding. • Use this opportunity to work specifically with those students who are still having difficulty. <p>Modifications</p> <p>Weaker riders can have smaller groups and with shorter rides, to ensure that they are getting the practice and support they require.</p> <p>Progressions</p> <ul style="list-style-type: none"> • Include the 'traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding. • More confident students can have cones placed to allow these riders to weave around the cones, or cones placed that are barriers that riders must keep within. • You may also wish to add the 'hit the spot' game to the straight-line riding. 	<p>This is simply an extension of the two and three pedal glides.</p> <p>There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.</p> <ul style="list-style-type: none"> • You may wish to separate the groups by ability to do so. <p>Key questions</p> <p>What tips do you have for others to make riding easier?</p>	<p>Teacher observations of riding.</p> <p>Number of students advancing from the low confidence group to independent straight line riding.</p>
Extra	<p>Equipment</p> <p>Helmets and bikes (at least one between two), non-slip ground marking.</p>  <p>Safety</p> <p>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. • The setup and structure is 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</p> <p>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.</p> <p>Students should focus on control, rather than speed.</p> <p>Key questions</p> <p>How did you steer the bike to make it as easy to hit the mark as possible?</p> <ul style="list-style-type: none"> • Slow, smooth steering. 	<p>Number of hits achieved by riders.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
Extra	<p>Equipment Bicycles (at least one per two students), 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>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. 	
2 mins		<p>Closing</p> <p>How do we start using the 'power pedal'?</p> <p>Where does the 'power pedal' go?</p> <p>Thumbs up/down/sideways: Are you confident to ride in a straight line and stop safely?</p>	<p>How did you find it easiest to keep the bike going in a straight line?</p> <p>What tips do you have for other students to help them start as easily as possible?</p>	<p>Thumbs up/down/sideways.</p>



