

Year Level: **Years 1 and 2**
Unit 1: **Becoming a bike rider**
Lesson 6: **Turning and bike handling**

Date:



Lesson approach

This is the sixth 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 be able to make confident turns whilst riding.

To control the bike in the vicinity of other bike riders.

Success criteria

Can turn the bike using smooth movements whilst maintaining good balance and control.

Can complete a controlled turn on their bike while maintaining appropriate speed.

Can ride in single file whilst maintaining a two-bike distance from other bikes.

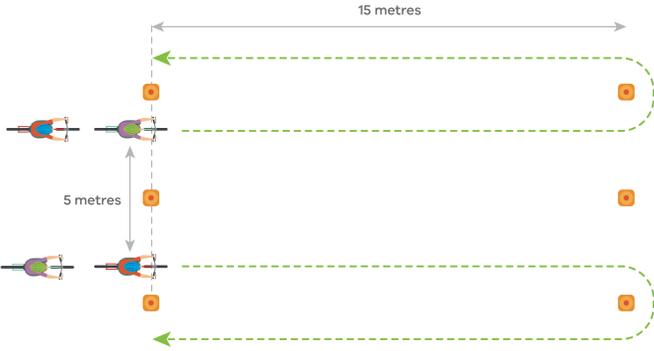
Equipment

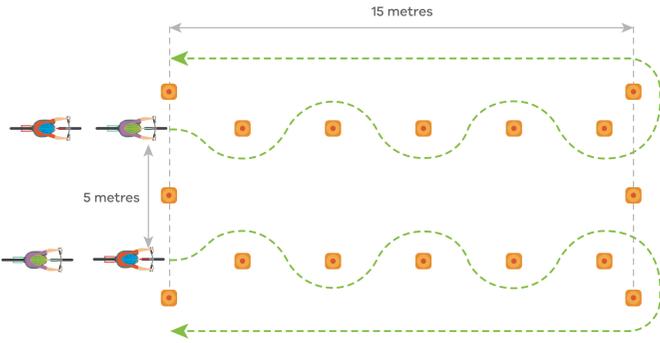
Bikes (preferably one each, or one between two), helmets, cones, helmet fit guide and ABCD check guide.



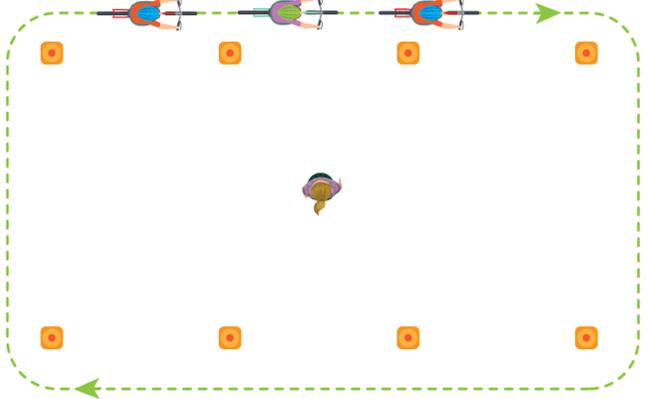
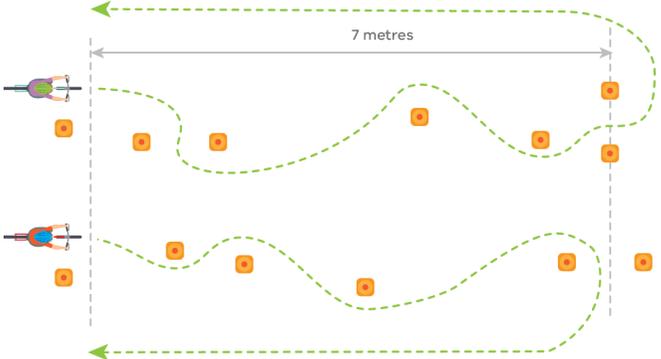
Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), helmet fit guide and ABCD check guide.</p> <p>Safety</p> <ul style="list-style-type: none"> • Dropping the bike should only 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 the 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 the ABCD check guide:</p> <p>A. Is there air in the tyres? Squeeze the tyre walls.</p> <p>B. Do the brakes work? Squeeze each brake whilst lightly pushing the bike.</p> <p>Does the chain move smoothly? Inspect the chain and move the pedals.</p> <p>C. Is anything loose on the bike? Check with a very small drop (whilst still holding on to the bike).</p> <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>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 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 in the line starts. • 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>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
20 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 pushed around. • Turning requires more space. Spread the groups out further from each other to prevent collisions. 	<p>Turning</p> <p>Bring class together to demonstrate turning.</p> <p>Slalom course walk</p> <ul style="list-style-type: none"> • Set up a short slalom course with cones, as per the diagram. Have students walk their bikes through the slalom course, turning the handlebars gently and leaning it into the turn. • Check the students are correctly turning the handlebars and leaning towards the turn, emphasising smoothness and gentleness. <p>Riding whilst turning</p> <ul style="list-style-type: none"> • Set up as per the diagram, without cones. Riders are to ride from one line to the other and coming to a controlled stop. The next rider only starts once the previous rider has come to a complete stop. • Riders are to practice their turning without cones. <ul style="list-style-type: none"> • Experienced and confident riders may do many turns in this space, whilst inexperienced riders may only do one or two turns in this space depending on their comfort level. • Once riders are comfortable, add cones or surface markers in a straight line. Riders are to turn in and out of these cones. <p>Modifications</p> <p>Novice riders may be more comfortable practicing without cones.</p> <p>Progressions</p> <p>Differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.</p>	<p>Turning only requires a gentle turning of the handlebars and very slight lean in the direction of the turn.</p> <p>The best way to turn the bike is to look towards where you wish to turn. The bike generally follows in this direction as this action usually results in the handlebar turn and lean that is required.</p> <p>Emphasise that the movements must be small and gentle, rather than sharp and sudden.</p> <p>Key questions</p> <p>Which is the best way to turn the bike?</p> <ul style="list-style-type: none"> • Smooth and slow. • Look in the direction you want to turn. 	<p>Teacher observations of riding.</p> <p>Number of students advancing from the low-confidence group to independent turning.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
8 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student) and cones.</p>  <p>Safety</p> <p>Students must maintain at least two bike lengths distance to other bike riders.</p>	<p>Follow the leader game: Traffic lights</p> <ul style="list-style-type: none"> Mark out a large enough space with cones, as per the diagram, so that all riders can ride around the cones in a single file. 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</p> <ul style="list-style-type: none"> You may begin the activity by having students walk the bike around, before progressing to riding. If there are students very nervous about riding in single file with the rest of the group, they can ride separately on the inside of the marked course. <p>Progressions</p> <p>Other instructions can be called whilst the riders have stopped, for example 'turn Around', 'tap your helmet' or 'clap five times'.</p> <ul style="list-style-type: none"> Turning the riders around regularly will give them practice turning the other way. 	<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</p> <p>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 the group of independent riders.</p>
Extra	<p>Equipment</p> <p>Helmets and bikes (at least one between two).</p>  <p>Safety</p> <ul style="list-style-type: none"> Ensure that students do not go too quickly and maintain space to other bike riders. Make sure that obstacles will not cause bike to fall if hit. 	<p>Minefield game</p> <ul style="list-style-type: none"> Set up an area between two lines approximately 5-10 metres apart, with a series of obstacles for students to avoid. These obstacles can be cones, bean bags, balls, or anything safe that is available. Students should ride, slowly and in control, from one side to the other whilst avoiding the obstacles. <p>Modifications</p> <ul style="list-style-type: none"> The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course. 	<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. 	

Time	Preparation and resources	Learning activities	Teaching points	Assessment
2 mins		<p>Closing</p> <p>What are the key things to remember to make a good turn? How do we make sure that we can ride safely around other people, like in the traffic light game? Thumbs up/down/sideways: Are you confident turning the bike and staying in control.</p>		Thumbs up/down/sideways.



