

Year Level: **Years 1 and 2**

Unit 1: **Becoming a bike rider**

Lesson 7: **Building skills and confidence**

Date:



Lesson approach

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

Curriculum links

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)

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 use turning skills in a variety of situations.

To be able to complete low speed manoeuvres.

Success criteria

Can complete the confidence riding course under supervision, using good turning and braking technique.

Can complete a slow 180 degree turn with control.

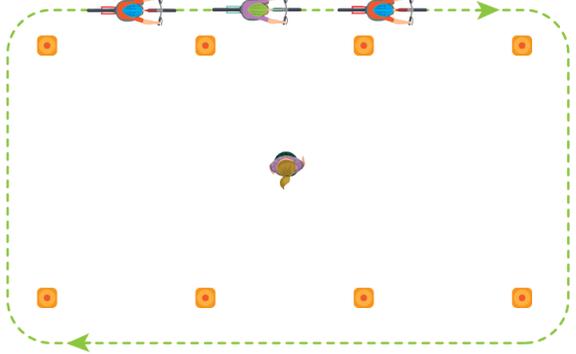
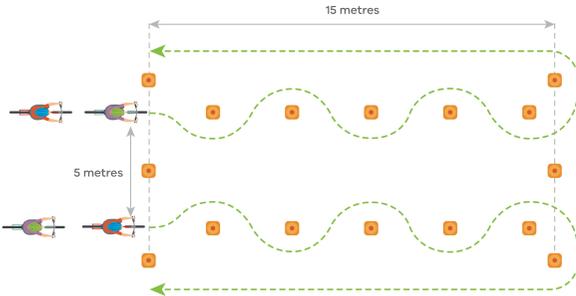
Equipment

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

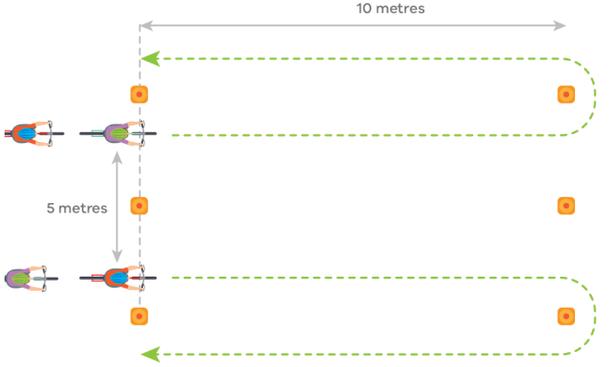


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), helmet fit guide and ABCD check guide.</p> <p>Safety</p> <ul style="list-style-type: none"> • Dropping the bike should only be 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 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 sturdy, 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. 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>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. 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>

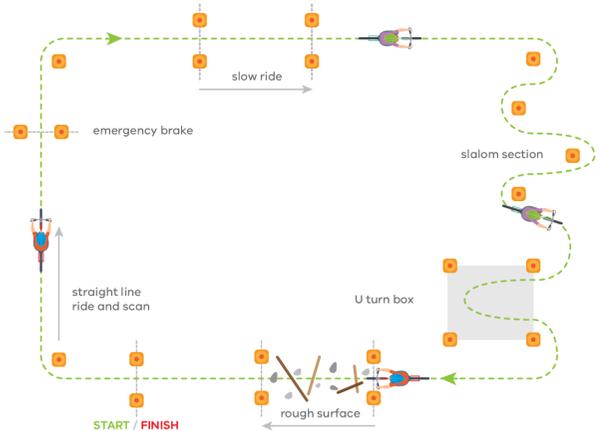
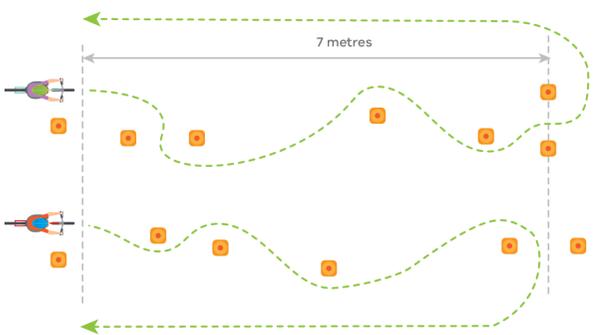


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8 mins	<p>Equipment Bicycles and helmets, cones.</p>  <p>Safety Students must maintain at least two bike lengths distance to other bike riders.</p>	<p>Follow the leader game: Traffic lights.</p> <ul style="list-style-type: none"> Mark out a large enough 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>
10 mins	<p>Equipment Bicycles, helmets, 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> <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> <ul style="list-style-type: none"> Differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders. Add 'traffic lights' for more challenge or variety. 	<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>



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8 mins	<p>Equipment Bicycles, helmets, and cones.</p>  <p>Safety</p> <ul style="list-style-type: none"> • Students must maintain at least two bike lengths distance to other bike riders. • Reduce the number of riders racing at the same time if space cannot be provided. 	<p>Slow turns</p> <ul style="list-style-type: none"> • To do this, you need to go slowly, like the tortoise race. Keep a steady, low speed, turn the handlebars and be ready to put your foot down if you are going to lose balance. • Demonstrate a slow turn around a cone. • Set up with riders in groups on one line with cones 10 metres away, as per diagram. • Riders start riding and do a turn around the last cone, before returning. • The next rider then starts after the previous rider has come to a complete stop. • Challenge confident riders to take as tight a turn as possible around the last cone. <ul style="list-style-type: none"> • Provide less experienced or nervous more space to complete the turn. Also allow them to place a foot down on the inside if they are struggling. <p>Modifications</p> <ul style="list-style-type: none"> • Can add two cones to make the slow turn wider and easier to complete • If needed, some students may need to walk their bike around the corner. <p>Progression More confident riders can have additional cones added in their lane to weave slowly through.</p>	<p>Sometimes you will need to do a slow, sharp turn to get through obstacles. Tips for slow turns include maintaining good posture with body upright and leaning forwards, doing half pedals, and not coming to a complete stop. If required, putting a foot on the ground when doing a very slow turn is acceptable.</p> <p>Key questions When might you have to do a slow turn?</p>	<p>Number of riders completing the slow turns.</p>



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10 mins	<p>Equipment Bicycles, helmets, 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>Confidence course</p> <ul style="list-style-type: none"> • Create a course designed to test a range of different skills that the students have learned. An example course is shown in the diagram. • Walk through the course with the students, demonstrating the requirements. This will be the same course used for the assessment next lesson. • Students should ride through the course, with students spaced several metres apart. <p>Modifications Novice riders may be more comfortable practicing without cones.</p> <p>Progressions Differentiate for riding ability, with only a few cones for inexperienced riders and more for experienced and confident riders.</p> <p>You may wish to replace the emergency brake with a 'stop' or 'give way' sign that riders must stop at, check that it's clear, then restart.</p>	<p>The course should include all the main skills that you have covered:</p> <ul style="list-style-type: none"> • Helmets and ABCD checks • Power pedal • Braking • Straight line riding • Turning • Low speed riding • Any others you feel are appropriate <p>Key questions What do you need to do to get your license?</p> <ul style="list-style-type: none"> • Demonstrate the skills that you've learned already. 	<p>Note the skills that are causing the most difficulty. Practice these at the beginning of next class prior to the license test.</p>
Extra	<p>Equipment Helmets and bikes.</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 The difficulty can be increased as the students successfully negotiate each pass by adding more obstacles to the course.</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?</p> <ul style="list-style-type: none"> • Slow, smooth steering. 	



Time	Preparation and resources	Learning activities	Teaching points	Assessment
4 mins		<p>Closing</p> <p>License test next class:</p> <ul style="list-style-type: none"> • Explain that this is just doing the same course as they've just done. There are no surprises. • We'll hand out the licenses at the end of next class. <p>Thumbs up/down/sideways: Are you looking forward to getting your Bike Ed licences?</p>	<p>What is the best way to do a turn?</p> <p>What is important to do when you have to ride and turn slowly?</p>	<p>Thumbs up/down/sideways</p>



Confidence course example:

