

Year Level: **Years 1 and 2**
Unit 1: **Becoming a bike rider**
Lesson 8: **Assessment and licences**

Date:



Lesson approach

This is the last 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 start riding from a stationary start.
To understand how to use the brakes and be able to stop the bike safely.
To be able to use turning skills in a variety of situations.

Success criteria

Can complete the skills required in the confidence course.
Can start from a stationary start using the power pedal position.
Can bring the bike to a safe stop by using the brakes in a controlled manner.
Can make controlled turns on the bike whilst moving.

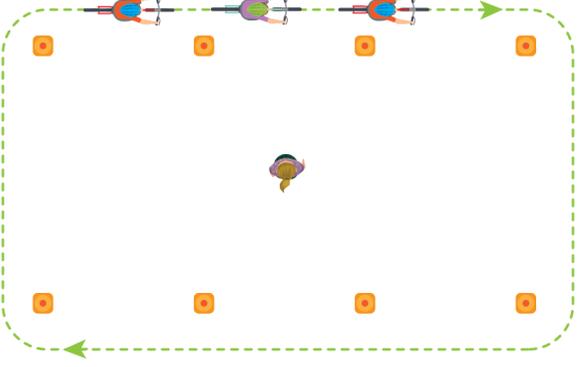
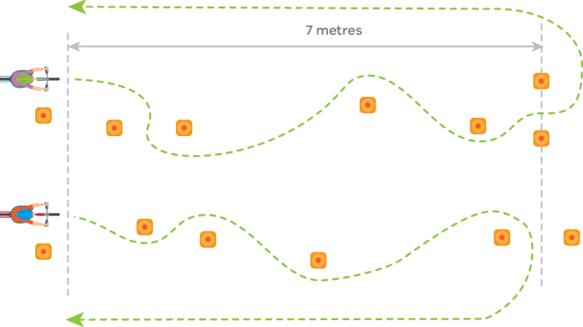
Equipment

Bikes (preferably one each, or one between two), helmets, cones, obstacles/rubber ground markings.

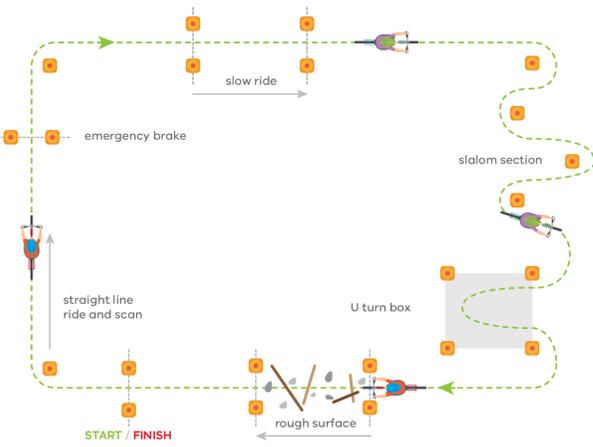


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p>Equipment</p> <p>Bicycles (at least one per two students), helmets (one per student), helmet fit guide and ABCD check guide.</p> <p>Safety</p> <ul style="list-style-type: none"> • Dropping the bike should only be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



Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p>Equipment</p> <p>Bicycles (at least one per two students) and helmets (one per student), 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>
10 mins	<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> <p>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.</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
15 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> <p>1. Pre-test practice <i>(Note, this time may also be used to reinforce skills that students found difficult during the previous lesson)</i></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</p> <p>Work with students having difficulty with different skills or allow them to skip parts that give them extreme difficulty.</p> <p>2. Confidence course assessment ride</p> <ul style="list-style-type: none"> Using the same course, students should ride around the course under teacher supervision, assessing their skills. If there is time, students can do multiple runs. <p>Modifications</p> <ul style="list-style-type: none"> If students are struggling, allow them to skip very difficult parts. 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>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>Ensure that students are completing the activities using the skills from previous lessons. The aim of the licence is to provide students with a memento of their bike riding classes rather than being a definitive licence. All students who have made a genuine effort should receive licences to encourage their ongoing cycling improvement.</p> <p>Key questions</p> <p>What do you need to do to get your licence?</p> <ul style="list-style-type: none"> Demonstrate the skills that you've learned already. <p>Do you feel like you've improved your riding since the start of the program?</p>	<p>Assessment of riding ability for Bike Ed licence.</p>
5 mins	<p>Equipment Licences for each student.</p>	<p>Handing out licences Hand out the licences to the students.</p>	<p>Key questions</p> <p>Do you feel like you're a better bike rider now than you were at the start of the program?</p>	<p>Thumbs up/down/sideways.</p>



