

Year Level: **Years 3 and 4**

Unit 2: **Getting ready to ride on paths**

Lesson 1: **Getting ready to ride on paths**

Date:



**Lesson approach**

This is the first of ten lessons for Unit 2 – Getting ready to ride on paths. This lesson is 45 minutes long.

**Curriculum links**

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)

Identify and practice strategies to promote health, safety, and wellbeing (VCHPEP091)

Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)

**Learning Intentions and success criteria**

**Learning intention**

To understand the benefits of riding a bike, the importance of bike safety and how to achieve it.

To understand how to put on a helmet correctly.

Can use the brakes to stop the bike safely and in control by slowly applying pressure on the brakes.

**Success criteria**

Can recall the benefits of riding a bike and their basic components.

Can put on helmet correctly and know the requirements of safe clothing and attitude.

Can use the brakes to stop the bike safely and in control by slowly applying pressure on the brakes.

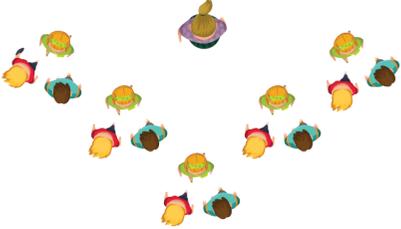
**Equipment**

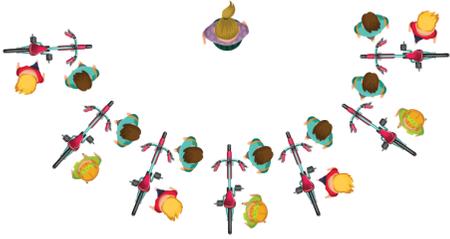
Video projector, worksheet, pens, bike parts poster, bicycles, helmets.

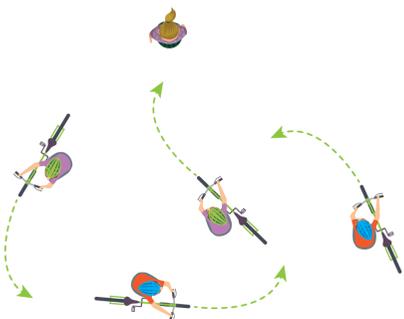


Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	<p><b>Equipment</b> N/A</p>	<p><b>Tuning in activity</b> <b>What do we know about bikes?</b> Teacher led introduction:</p> <ul style="list-style-type: none"> <li>• What do we know about bikes?</li> <li>• Why do we ride bikes?</li> <li>• What do we need to know to be able to ride bikes?</li> </ul> <p>What did we learn last time we did Bike Ed?</p> <ul style="list-style-type: none"> <li>• Parts of the bike</li> <li>• Safety</li> <li>• Balancing and starting</li> <li>• Turning</li> <li>• Slow riding</li> </ul> <p><b>Introduction to Bike Ed</b> Teacher briefly talks about the things that we're going to learn:</p> <ul style="list-style-type: none"> <li>• Riding in a group</li> <li>• Road rules</li> <li>• How to ride on paths</li> <li>• How to look for and avoid hazards</li> <li>• How to plan a safe ride</li> <li>• We will finish with a bike ride outside of school</li> <li>• Upon completion of the group ride you'll receive your Unit 2 Bike Licence</li> </ul> <p>Because we finish with a ride outside school, hand out permission forms for this excursion.</p>	<p>Emphasise the benefits of cycling:</p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Riding, instead of driving, helps the environment</li> <li>• Activity to share with friends</li> <li>• Fun!</li> <li>• Can get places further away and faster than walking</li> <li>• Cheap</li> </ul> <p>We need to know:</p> <ul style="list-style-type: none"> <li>• What to wear and how to wear it, helmets, etc.</li> <li>• If the bike is safe to ride</li> <li>• Where to ride</li> <li>• Rules for riding safely</li> <li>• Parts of the bike</li> </ul> <p><b>Introduction to Bike Ed</b> This Bike Ed program will help you go from being able to ride a bike, to being able to ride it to places on paths. Attitude is about trying your best, having fun, respecting others.</p> <p><b>Key questions</b> What is different about riding on paths rather than riding in the park?</p>	
15 mins	<p><b>Equipment</b> Video projector and Bike Ed introductory video Parts of a bike worksheet, parts of a bike poster, and what makes us safe worksheet, pencils.</p> <p><b>Safety</b> N/A</p>	<p><b>Bike Ed revision</b> <b>Benefits of bike riding: Video</b> Show the Bike Ed introductory video.</p> <ul style="list-style-type: none"> <li>• This will include an overview of people riding bikes, what they are doing whilst riding bikes and the benefits of bike riding.</li> <li>• The video is available online.</li> </ul> <p>Think/pair/share of the last time you were on a bike.</p> <p><b>Worksheets – revision</b> Display a poster of the bike parts to help students remember. Hand out worksheets.</p> <ul style="list-style-type: none"> <li>• This will cover the parts of a bike.</li> <li>• The second part will cover the things that make us safe on bikes.</li> </ul>	<p>Whilst riding bikes is fun, it is also a great way to go places that you want to go.</p> <p><b>Key questions</b> Where are some places near you that you could ride to?</p> <p><b>Worksheets - Revision</b> There are some key things that we need to do before we get onto bikes in Bike Ed.</p> <ul style="list-style-type: none"> <li>• Safety (helmets, bikes, clothing)</li> <li>• Attitude</li> <li>• Understand why we ride</li> <li>• Knowing the bike</li> </ul> <p><b>Key questions</b> Why should we know this information before we ride our bikes?</p>	<p>Shared experiences on a bike.</p> <p>Completed worksheet.</p>



Time	Preparation and resources	Learning activities	Teaching points	Assessment
13 mins	<p><b>Equipment</b></p> <p>Helmets (at least one between two), helmet fit guide and Bike Ed safety demonstration video.</p>  <p><b>Safety</b></p> <p>If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.</p>	<p><b>What do we need to do to be safe?</b></p> <p>Show the Bike Ed safety demonstration introduction video (available in online resources).</p> <p><b>1) Helmets</b></p> <p>We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work.</p> <p>Demonstrate how to put on the helmet using the two fingers method, with some copies of the helmet fitting guide displayed prominently.</p> <ul style="list-style-type: none"> <li>• Two fingers over the eyebrow</li> <li>• Use the dial (or rear strap) to tighten over the head</li> <li>• Two fingers in a V following the strap under the ears</li> <li>• Two fingers fitting snugly under the chinstrap</li> </ul> <p>Students should work in twos or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teacher will check it.</p> <p><b>2) Safe clothing for riding</b></p> <p>One of the best ways to be safe is to dress properly.</p> <ol style="list-style-type: none"> <li>1) Helmet</li> <li>2) The right shoes</li> <li>3) Bright coloured clothing</li> </ol> <p>Explain how each of these is important</p> <p>Have students check each other's clothes to see if they're OK.</p> <p>What things should be improved?</p> <p><b>3) Safe attitudes</b></p> <p><i>Ground rules for Bike Ed</i></p> <ul style="list-style-type: none"> <li>• Ride at a speed where <u>everyone</u> is comfortable.</li> <li>• You may only ride when you have all the following: <ul style="list-style-type: none"> <li>• A safe helmet</li> <li>• A safe bike</li> <li>• Safe clothing and shoes, and</li> <li>• A safe attitude.</li> </ul> </li> <li>• If the whistle is blown then everyone must stop immediately, wherever they are.</li> <li>• <b>Try your best, have fun, respect others</b></li> </ul> <p><i>Everyone has a right to feel safe during Bike Ed.</i></p> <p><b>4) Safe bike</b></p> <p>Bikes need to be safe to help us rider safely.</p> <p>We will look at this more next class</p>	<p><b>Helmets</b></p> <p>We must always wear a helmet when on a bike because it protects our head and our very important brain.</p> <p>Just as important is for the helmet to be fitted 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><b>Key questions</b></p> <p>What's the first thing we should do when we are about to go for a ride?</p> <ul style="list-style-type: none"> <li>- Put on a helmet!</li> </ul> <p><b>Safe clothing</b></p> <ul style="list-style-type: none"> <li>• An approved helmet <ul style="list-style-type: none"> <li>• Protects your head in a crash.</li> </ul> </li> <li>• Non-slip, closed toe shoes <ul style="list-style-type: none"> <li>• So that you don't slip on the pedals or ground when you stop.</li> </ul> </li> <li>• Bright clothing <ul style="list-style-type: none"> <li>• So that other road users can see you on the footpaths and roads.</li> </ul> </li> </ul> <p><b>Key questions</b></p> <p>Why is it so important to protect our head?</p> <p>Why should we be dressed so brightly?</p> <p><b>Attitude</b></p> <p>Having a safe attitude is most important on a bike. It means that we make good decisions that stop us being in dangerous situations.</p> <p>Riders should ride 'defensively'. This means that they should have the attitude of avoiding danger first and foremost, rather than going quickly.</p> <p>When we ride our bikes, going quickly is not important. We are aiming to ride safely.</p> <p>Riding safely is more important because our bodies are squishy and soft, and the road or cars etc. are not.</p> <p><b>Key questions</b></p> <p>Why do we need to ride with a safe attitude?</p>	<p>Feedback on clothing improvements.</p>

Time	Preparation and resources	Learning activities	Teaching points	Assessment
10 mins	<p><b>Equipment</b></p> <p>Bicycles (at least one per two students) and helmets (one per student).</p>  <p><b>Safety</b></p> <p>Ensure that other students are clear of the bikes as they are being pushed around.</p> <p>Bikes to be walked slowly around.</p>	<p><b>Brakes</b></p> <p>Instruction of how to use the brakes:</p> <ul style="list-style-type: none"> <li>• Students need to understand if their bike have hand brakes, foot brakes or both.</li> <li>• Students should be in groups of two or three with a bike for each group. <ul style="list-style-type: none"> <li>• Each group will check if they have a hand brake by looking for the hand brake lever.</li> <li>• Each group will check if they have a foot brake by pushing the pedals backwards and seeing if the pedal moves (no footbrakes) or stops (has a footbrake).</li> </ul> </li> <li>• Demonstrate the correct use of a handbrake, which should be copied by the students. <ul style="list-style-type: none"> <li>• Holding the handlebars with two fingers on the handbrake lever.</li> <li>• Slowly and steadily pull the handbrake lever.</li> <li>• Do not pull as hard as possible, as this will result in a sudden, uncontrolled stopping, possible resulting in a fall.</li> </ul> </li> </ul> <p><b>Walking the bike</b></p> <ul style="list-style-type: none"> <li>• Students are to walk around their immediate area (or in a line around a loop) holding the bike by the handlebars with both hands. <ul style="list-style-type: none"> <li>• Hands will have two fingers on the brake lever.</li> <li>• Use the front brake (right lever) primary. If there are two brake levers, they should use the front brake lever (right hand side) primarily with support from the rear brake lever (left hand side).</li> <li>• Using a 'buffer zone' when walking the bike. Keep your legs out of the buffer zone (i.e., the pedals).</li> </ul> </li> <li>• On the teacher's instruction, students are to slowly pull the brake lever to stop the bike. <ul style="list-style-type: none"> <li>• Repeat this several times so that students get a feel for the brake forces as they walk.</li> <li>• Provide one or two opportunities to pull the lever very hard. Have the students note how quickly the bike stopped and how rough it was, so that they know that this is a dangerous way to stop.</li> </ul> </li> </ul> <p>For students that also have a footbrake, walk the bike and push the pedal backward. Students should note the braking from pressing the footbrake.</p> 	<p>Brakes are used to slow the bike down. There are different types:</p> <ul style="list-style-type: none"> <li>• Hand brakes</li> <li>• Foot brakes</li> </ul> <p>Brakes need to be pressed smoothly to ensure we keep control of the bike as it slows.</p> <p>The aim is to provide students with a familiarity with and a feel for the brakes.</p> <p><b>Key questions</b></p> <p>Why don't we pull the brake as hard as possible to stop as quickly as possible?</p>	

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Extra	<p><b>Equipment</b></p> <p>Helmets and bikes (at least one between two).</p>  <p><b>Safety</b></p> <p>Ensure that students do not go too quickly and maintain space to other bike riders.</p>	<p><b>Quicksand game</b></p> <ul style="list-style-type: none"> <li>• In an open area, all students on bikes are to walk, with the bike within the area.</li> <li>• When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.</li> <li>• You may wish to yell 'quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.</li> </ul>	<p>The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.</p> <p><b>Key questions</b></p> <p>What happens if we grab the bike brake too quickly?</p>	
2 mins		<p><b>Closing</b></p> <p>What do we need to do before we start riding?</p> <ul style="list-style-type: none"> <li>• A safe helmet</li> <li>• A safe bike</li> <li>• Safe clothing and shoes, and</li> <li>• A safe attitude.</li> </ul> <p>Thumbs up/down/sideways: Are you excited to be doing the Bike Ed program?</p>		Thumbs up/down/sideways.



