

PROJECT 1: *Bike Familiarisation* (PART 1)

LEARNING INTENTIONS

We are learning to:

- » Check a bike is ready for riding
- » Identify and fix problems that cause a bike to be unsafe
- » Correctly fit a helmet

SUCCESS CRITERIA

- » I can perform the ABC Tight Bike Safety Check
- » I can correctly fit a bike helmet

AUSTRALIAN CURRICULUM LINKS

- » Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
- » Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01)
- » Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)
- » Investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation (AC9HP8M08)

TUNING IN

- » Explain to students: in this lesson we will look at the importance of checking a bike is safe for use before you begin riding. We will also teach you how to correctly fit a helmet.
- » Ask students to download from the website and complete the pre-survey and Quick Quiz 1.
- » Watch the first 2 mins 30 seconds of this YouTube video: Charnwood Dunlop Bike Skills Track <https://youtu.be/Y4OYfAocXg8>
- » Discuss with students:
 - » Mandatory equipment
 - » Recommended equipment
 - » Riding at night

SKILL DEVELOPMENT

Teacher demonstration of:

- » The ABC Tight Bike Safety Check
- » Helmet fitting 'The Three 2s'



EQUIPMENT AND PREPARATION

Bike and helmet for
demonstration
ABC Tight Bike
Safety Check Poster
Bikes
Helmets

Mandatory equipment

HELMET

Riders of a bike must wear an approved bike helmet securely fitted and fastened on the rider's head. Protective bike helmets must meet Australian Standards and must display either an AS 2063:1996 or a label confirming it is approved and certified to Snell Standard 1995.

SAFE BIKE

A bike that passes the ABC Tight Bike Safety Check. This procedure must happen at the beginning of every lesson. A person must not ride a bike that does not have:

- » At least 1 working brake
- » A bell, horn, or similar warning device, in working order
- » A red reflector fitted to the rear

FOOTWEAR

Fully covered footwear (no thongs).

Recommended equipment

- » Drink bottle or access to water
- » Sunscreen
- » Cycling gloves
- » Sunglasses

Riding at night

AT NIGHT AND IN REDUCED VISIBILITY CONDITIONS YOU MUST DISPLAY:

- » A flashing or steady white light that is clearly visible for at least 200 metres from the front of the bike
- » A flashing or steady red light that is clearly visible for at least 200 metres from the rear of the bike
- » A red reflector that is clearly visible for at least 50 metres from the rear of the bike when a low-beam vehicle headlight shines on it

ACTIVITY 1: ABC TIGHT BIKE SAFETY CHECK

Arrange students in pairs.

Each student collects a bike and helmet.

Pairs work through the ABC Tight Bike Safety Check and attempt to fix problems (teacher assistance may be required).

Pairs ask teacher to check their bike for riding readiness once safety check is completed. Teacher completes Safety First Worksheet.

ACTIVITY 2: HELMET FITTING

Teacher or student demonstrates checking a helmet for damage and correct fitting.

In pairs students use the 'Three 2s' to fit their helmets.

ACTIVITY 3: PREPARING TO RIDE

In pairs students need to make sure their bike is ready to ride by following these steps.

Check seat height. You should be able to touch the ground with the ball of one of your feet when seated.

For less confident riders, lower the seat so they can touch the ground on both sides when seated.

Make sure your bike is in a low gear.

ACTIVITY 4: CHECKING OUT THE BRAKES

This activity can be done while students are walking the bikes to the practical lesson site. Ask students to:

Apply the left hand brake only. This will apply the back brake. The back tyre will most likely skid as they continue walking.

Apply the right hand brake only. This will apply the front brake. The bike will stop and the back wheel may rise up as they try to continue walking.

Apply both brakes at once. The bike should come to a stop without skidding or lifting.

Apply left hand brake gradually and see if students can adjust the brake to restrict the wheel turning but without skidding the back tyre.

Apply the right hand brake gradually and see if students can adjust the brake to restrict the wheel turning but without the back wheel rising.

Ask students to reflect upon which braking technique gave them most control over their bike (usually application of both brakes). Discuss braking technique to avoid skidding, losing control or going over the handlebars.

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PROJECT 1: Bike Familiarisation (PART 2)

LEARNING INTENTIONS

We are learning to:

- » Ride a bike with control
- » Demonstrate fundamental cycling skills of stopping, starting, turning and balancing

SUCCESS CRITERIA

- » I can use my 'power pedal' to start riding a bike
- » I can use brakes to stop a bike with control
- » I can balance when riding
- » I can turn and change direction with control and accuracy
- » I can keep a safe distance between me and the rider in front

TUNING IN

Explain to students: in this lesson we are revising core cycling skills of stopping, starting, turning and balancing.

Explain to the students that particular emphasis is placed on the student's ability to do these skills safely and with control.

SKILL DEVELOPMENT

Teacher demonstration of:

- » The 'power pedal'
- » Braking
- » Balancing
- » Turning
- » Changing gears

EQUIPMENT AND PREPARATION

- Bikes
- Helmets
- Cones/markers of varying colours
- Stopwatch
- Activities can be done on any flat surface e.g. basketball court, school hall, quadrangle etc.
- Set up rally course as per diagram on page 6



POWER PEDAL POSITION

Balancing instructions

- » Lift one foot off the ground
- » Shift weight onto the other foot
- » Repeat on other side, rocking left to right
- » Try lifting both feet at the same time

Power Pedal instructions

The 'power pedal' position allows the cyclist to have the most powerful first pedal stroke, resulting in a smoother and faster start.

- » Identify dominant foot (usually the same as dominant hand)
- » Align pedal of dominant foot with bike frame down tube
- » Place dominant foot on the pedal
- » Transfer weight and drive the pedal down

Controlled braking instructions

- » Apply both brakes (if the bike has front and rear brakes)
- » Shift your weight over the rear tyre
- » Place one foot onto the ground when stopped
- » Have the other foot ready to go on the 'power pedal'

Turning instructions

Explain to students that you only need small, smooth movements to change the direction of a bike

- » Slightly turning the handle bars with a slight lean towards the corner/turn will generally be enough to turn a bike
- » Make the link between the balance of the bike and how this relates to turning

ACTIVITY 1: BALANCE BIKE

Students line up in a straight line sitting on their bikes with one foot down and the other on the pedal in the 'power pedal' position.

When the teacher says go, students change which foot is down and which foot is on the pedal.

Which foot do students feel most comfortable with down, and which foot on the pedal?

ACTIVITY 2: 1 PEDAL PUSH

Students line up on the start line.

Using 1 power pedal only, students accelerate from the start line and see how far they can travel.

Students finishing position is where they first put a foot down to stop.

Students take note of how far they went. Repeat and see if they can equal or better their previous attempt.

Extension activity: Controlled Braking. Students repeat the 1 pedal push activity, but this time students are to stop with their front wheel exactly on a designated line. The halfway mark on the basketball court works well as a designated line

ACTIVITY 3: GEARS AND THE 1 PEDAL PUSH

Students line up on the start line.

Ask students to adjust the gears (if their bikes have them), so the chain is on the smallest chain ring (with the left hand gear shifter) and the biggest rear cog (right hand gear shifter). This will be the easiest pedalling gear.

Repeat the '1 pedal push' activity and see how far the students went.

Students line up again for the 1 pedal push, this time adjust the gears so the chain is on the largest chain ring and the smallest rear cog. This will be the hardest pedalling gear.

Repeat the '1 pedal push' and see how far the students went.

Ask students which gear was easiest and which gear they found hardest to pedal. Briefly talk about gear selection, easiest gears for going up hills, harder gears for going down. On the flats, somewhere in the middle should be ok.

SAFETY FIRST

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First Worksheet.

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ACTIVITY 4: DAKAR RALLY

Students are to complete the rally course.

Talk about safe distances between bikes. Two bike lengths are recommended. This is important as group riding as a class is very different compared to riding by yourself.

The course is mapped out with stations (see sample diagram below). Each station has a rule attached.

Include sections where students weave between cones and sections where students can ride within a controlled corridor and in a straight line. This can be achieved with cones, skipping ropes, chalk or flat markers.

Students who do not keep the appropriate distance between themselves and other cyclists or who break the rules should complete a physical challenge i.e. ride to/around a marker that is further away.

MODIFICATIONS AND OTHER STATIONS CAN BE ADDED:

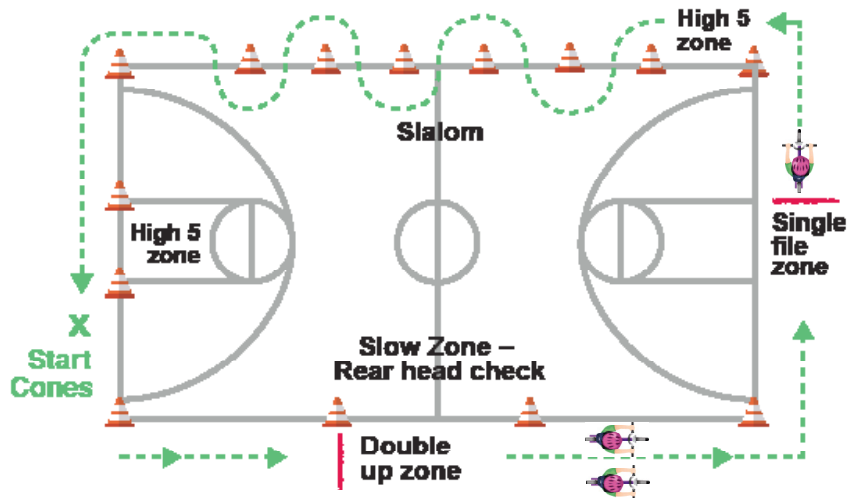
- » **Track standing zone:** students come to a complete stop without putting their foot down, count to 5, then continue riding. Once students are confident track standing, ask them to hand signal prior to stopping.
- » **Low tap zone:** position a tall witches hat (30-45cm height) on either side of the station. As students ride by, without stopping, they are to reach down and tap the top of the cone lightly.
- » **Narrow zone:** cones are positioned to funnel students into a straight narrow line of about 20cm wide for a distance of 10 metres.
- » **Bump on the road zone:** students ride over narrow lengths of wood (2-5cm in height) which are across the track.
- » **Ball pick-up and put-down zone:** on one table have a box of balls. Students pick up a ball, ride to the next table and place the ball in the second box. When all balls have been transferred to the second table, students reverse direction and use other hand to complete same task.
- » **Bubble pop zone:** as students pass through this zone the teacher or a non-riding student blows bubbles across the riders path. The rider tries to pop the bubbles as they ride through.
- » **Stop and go zone:** riders are to hand signal, come to a complete stop putting a foot down, then start again using the 'power pedal'.
- » **Switch order zone:** riders communicate with the rider in front or behind and, without stopping, coordinate exchanging places so the front rider is now behind the other rider.
- » **Limbo zone:** teacher/students hold a pool noodle arch over the track for students to ride under. Lower the height to increase the challenge level.
- » **Bunny hop zone:** teacher/students hold a pool noodle just off the ground (approximately 10cm to start with) for students to jump over. Increase the height to increase the challenge level.
- » **Left turn zone:** at the half way mark on the basketball court add an intersection where students may choose to hand signal and turn. This adds elements of rider choice and increases the need for spatial awareness.
- » **Roundabout zone:** in the middle of the basketball court add a roundabout where students pass through as they cut across the court. This adds elements of rider choice and increases the need for spatial awareness.

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Activity 4 Dakar Rally setup



REFLECTION

Review stopping, starting, turning and balancing skills.

ASK STUDENTS TO:

- » Think about one thing they enjoyed today and one thing that they could improve on. Students then turn to a partner and share their thoughts.
- » Think of a time when they were not in control of their bikes. Students explain this situation to their partner and then discuss what they could have done differently to improve their control in that situation. Teacher asks for examples from the group to share student experiences.
- » Download from the website and complete Quick Quiz 2 to finish Project 1.

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