



Schools have a vital role in promoting cycling safety.

This resource is a supplement to Safe Cycle Years 5 & 6 and is intended to assist teachers to develop the fundamentals of cycling in Kindergarten to Year 2 students.

It covers the fundamentals of preparing to ride safely, balance, braking, starting and turning.

All activities and games in this resource are suggestions and can be modified to suit the abilities of the students in your class. Where possible, students who are unable to ride bikes can run or use a scooter to participate in the activities.

Please read and use this resource in conjunction with the Safe Cycle Years 5 & 6 kit (available to download from www.paf.org.au/safecycle and www.goodhabitsforlife.act.gov.au).

Australian Curriculum Links – Kindergarten

- Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMPO08)
- Participate in games with and without equipment (ACPMPO09)
- Test possible solutions to movement challenges through trial and error (ACPMPO13)
- Follow rules when participating in physical activities (ACPMPO14)

Australian Curriculum Links – Yr 1 and 2

- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
- Perform fundamental movement skills in a variety of movement sequences and situations (ACPMPO25)
- Create and participate in games with and without equipment (ACPMPO27)
- Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMPO29)
- Use strategies to work in group situations when participating in physical activities (ACPMPO30)
- Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMPO31)
- Identify rules and fair play when participating in physical activities (ACPMPO32)

Delivery Strategies

Each lesson has been written to be nominally 30 minutes, however teachers can adapt the program to suit the needs of the school and students and make use of the extension games provided. The suggested delivery model for this resource is one lesson per week or fortnight, over a term, delivering the lessons in sequence.

Helmet Hygiene

Helmet hygiene is important when helmets are being shared among students. Using hair nets is one option or you can ask students to bring in their own helmets, if available. You can also use a tea tree oil spray to keep your helmets fresh and kill head lice. Consider sending information on helmet hygiene home to parents prior to starting lessons. For more information, go to <http://paf.org.au/helmet-care/>.

Lesson Plan Format

The lesson plans are in the following format:

- Learning Intentions
- Success Criteria
- Equipment and Preparation
- Lesson Introduction
- Skill Development
- Activity Instructions
- Activities
- Games (if applicable)
- Reflection

The lessons and activities are colour coded:



Practical



Games

Lesson 1: Preparing to Ride Safely

Learning Intentions

We are learning to:

- Check a bike is ready for riding
- Identify and fix problems that causes 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



Equipment and Preparation

- Bike and helmet for demonstration
- *ABC Tight Bike Safety Check List* and *Parts of a Bike* posters
- Bikes (at least 1 bike to 3 students)
- Helmets (ideally one per student)

Lesson Introduction

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.

Skill Development

Teacher demonstration of:

1. The ABC Tight Bike Safety Check
2. Helmet fitting 'The Three 2s'

(use *ABC Tight Bike Safety Check List* and *Parts of a Bike* posters provided)

Activity Instructions

Create problems for students to identify, ie loosen parts or deflate tyres for students to find and fix.

You may choose to have an unsafe helmet for demonstration.

Activity 1 ABC Tight Bike Safety Check

1. Arrange students in groups of 3 or 4.
2. Each group collects a bike and helmets.
3. Groups work through the ABC Tight Bike Safety Check List and attempt to fix problems (teacher assistance may be required).
4. Groups ask teacher to check their bike for riding readiness once safety check is completed. You may choose to swap bikes between groups to peer assess.

Activity 2 Helmet Fitting

1. Teacher demonstrates checking a helmet for damage and correct fitting.
2. In pairs students use the 'Three 2s' to fit their helmets.

Reflection

Review points from the bike safety check and helmet fitting.

Discuss any issues that came up during the lesson.

Ask students:

- What type of problems did you find?
- What could have happened if you didn't find the problem with your bike?
- How did you fix the problem?
- Exit Pass: Before the students leave, ask them to recall steps of the bike safety check. This can be done verbally. Use the *Bike and Helmet Safety Check Student Worksheet*, provided.

ABC TIGHT Bike Safety Check List



A

A = AIR

- ✓ Is there air in the tyres?
- ✓ Are the tyres in good condition?

B = BRAKES

- ✓ Are the brakes in good working order?

Note: Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and rear brakes

B

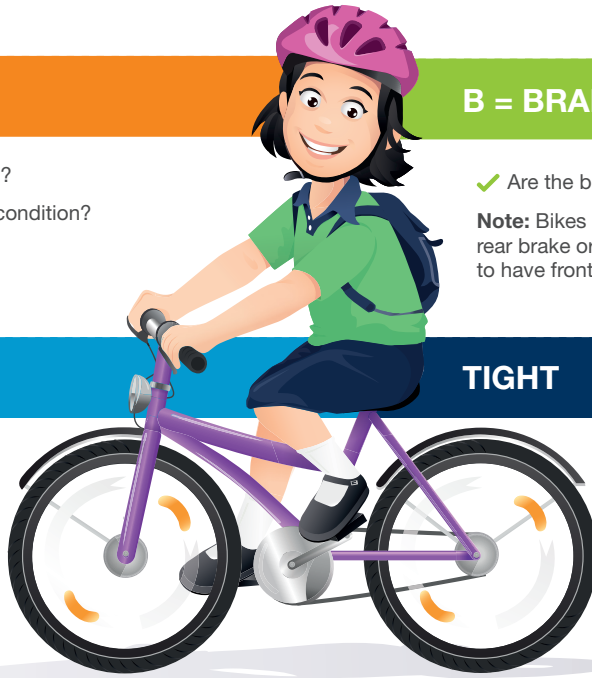
C

C = CHAIN

- ✓ Is the chain clean, oiled and firm?
- ✓ Does the drive train and derailleur (if applicable) spin freely?

TIGHT

- ✓ Are the handlebars tight?
- ✓ Are the handlebars straight?
- ✓ Do the wheels and cranks move from side to side?
- ✓ Does everything stay in place with the 10cm drop test?



✗ If a bike does not pass this checklist it is not safe to ride.

Mandatory equipment for cycling activities



Australian approved cycling helmet (Australian standard sticker should be on the inside of the helmet AS/NZS 2063)



Bike that passes the ABC TIGHT test



Fully covered footwear (no thongs, sandals)

✗ If a student does not have the mandatory equipment they cannot ride.



The Cancer Council's SunSmart Schools Program does not recommend wearing hats under helmets. Hats under helmets may interfere with peripheral vision and reduce external noise, two important elements to riding safely. To reduce the risk of over-exposure to harmful UV rays when riding, school bike riding activities and events should be minimised, when possible, between 11am and 3pm during Terms 1 and 4. Always use shade if it is available, wear sensible clothing that covers skin and apply sunscreen to reduce the risk of sun damage when riding. Riders may also consider fitting a UV protective cover to their helmet.

The Three 2s Helmet Check



2 fingers
above eyebrow



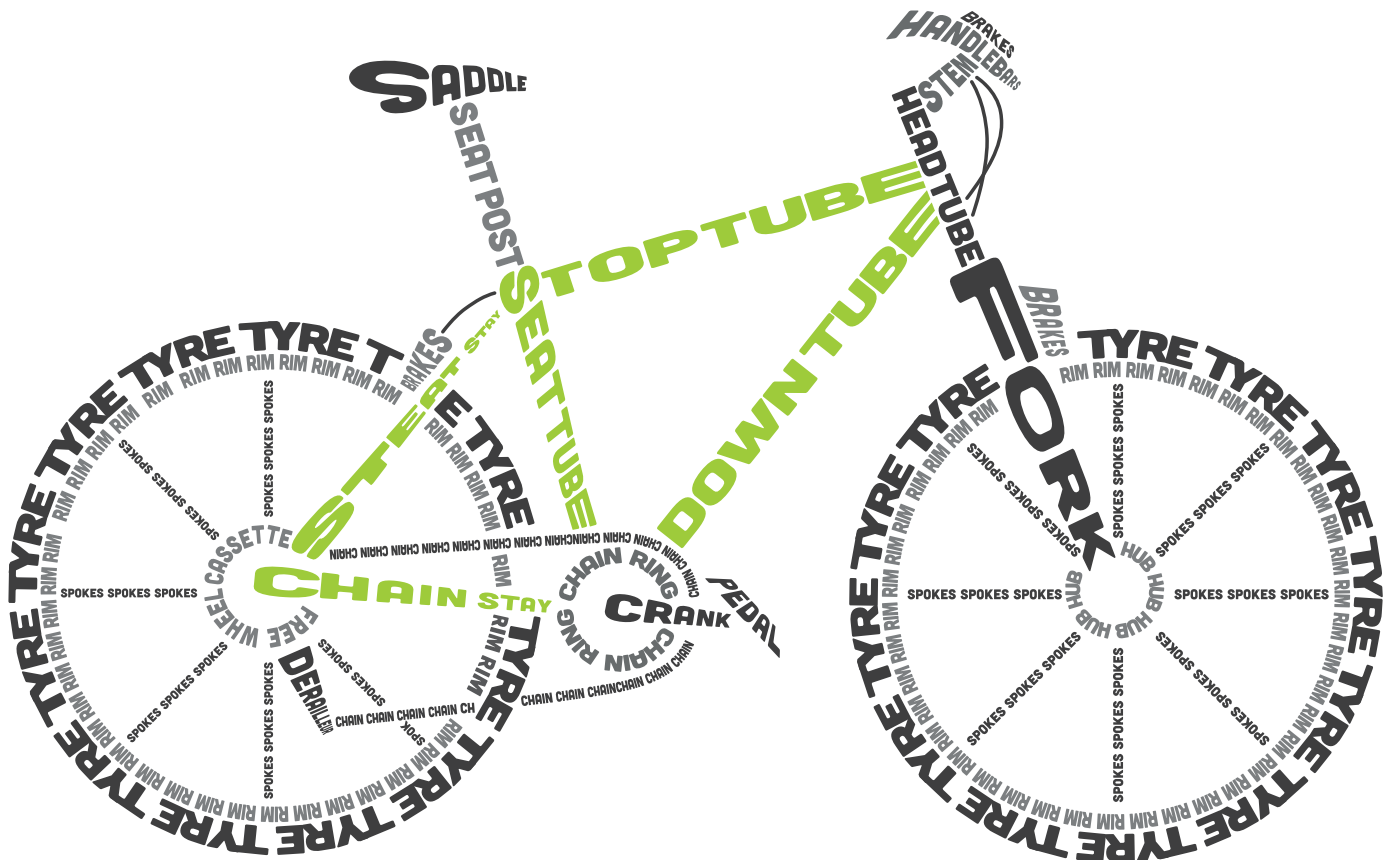
2 ear clips
snug under ears



2 fingers
under chin strap

- Check helmet for physical damage eg cracks in shell, worn straps, broken buckles.
- A helmet needs to be secure, but not uncomfortable and should fit as follows:
 - Helmet sits flat on head, not tilted back.
 - The rim should sit about '2 finger' widths above your eyebrow.
 - The straps should not be twisted and should form a V just under the ears with the '2 ear clips' snug under the ears.
- The strap should fasten securely under the chin and not hang loose, snugly fit '2 fingers' under strap.
- Wobble Wobble Check – place hands on top of helmet and wobble it, shake head. If the helmet moves out of position easily it is not correctly fitted (likely straps are loose or helmet is too big).
- Partner Check – students check each others' helmets.







What is the ABC TIGHT Bike Safety Check List?

A = _____

B = _____

C = _____

What needs to be TIGHT and straight?

What shouldn't move from side to side on your bike?

Helmet Check

What are the three 2s you need to check before riding?

1) 2 fingers above the _____

2) 2 ear clips snug under the _____

3) 2 fingers under the _____

Lesson 2: Balance

i Learning Intentions

We are learning to:

- Sit on the bike
- Place hands and feet correctly on the bike
- Balance on the bike

✓ Success Criteria

- I can sit on my bike
- I know where my hands and feet are positioned
- I can balance on my bike



Equipment and Preparation

- Bikes (1 between 2 students)
- Helmets (ideally 1 each)
- 4 cones/markers to outline course
- Activities can be done on any flat surface, eg; basketball court, school hall, quadrangle etc.
- Set up course for Activity 3 and game

Lesson Introduction

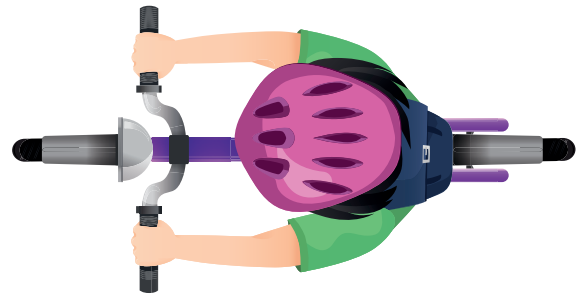
Explain to students in this lesson we will look at correct sitting posture on the bike. We will also look at how to balance without pedalling.

Skill Development

Teacher or student demonstration of:

1. How to sit on the bike
2. How to balance on the bike.

Activity Instructions



Sitting on the bike instructions

- Place one leg on either side of the bike
- Both feet firmly on the ground
- Hands placed on the grips of the handle bars

Balancing instructions

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

Lesson 2: Balance (continued)

Safety First

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

Activity 1 Bike Posture

1. Put students in pairs.
2. Student with bike demonstrates posture.
3. Student without bike checks that rider has:
 - One leg on either side of the bike
 - Both feet firmly on the ground
 - Hands placed on the grips of the handle bars.
4. Non-riding partner gives the rider feedback and then swap roles. Give students multiple opportunities to practice this activity.

Activity 2 Stationary Balance

1. Student with bike:
 - Lift one foot off the ground
 - Shift weight onto other foot
 - Repeat on other side, rocking left to right
 - Try lifting both feet at the same time.
2. Students swap.

Activity 3 Moving balance without pedalling

1. Student with bike:
 - Push forward off the ground using both feet
 - Move from one set of cones to the other and back.
2. Students swap.



Balance Games: Tortoise Race

- Line students up between 2 cones.
- When the whistle blows students ride as slowly as possible from one set of cones to the other.
- The last student across the line is the winner.
- Students must keep pedalling at all times and not touch the ground. If a student touches the ground they stop at that point.

Reflection

Review bike posture and balance. Discuss any issues that come up during the lesson.

Ask students:

- To turn to their partner and explain how to sit on a bike.
- Were you able to feel your body weight move from left to right?
- Was it easier to balance stationary or while moving? Why?
- Thumbs up/down activity. Ask students if they were able to balance on the bike.
 - Thumbs up = got it.
 - Thumbs down = help needed.
 - Thumbs sideways = getting there but still need a little more practice.



Safety First

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

Learning Intentions

We are learning to:

- Find where our brakes are
- Stop safely on a bike

Success Criteria

- I can locate my brakes
- I can use my brakes to stop a bike



Equipment and Preparation

- Bikes (1 between 2 students)
- Helmets (ideally 1 each)
- 8 cones/markers to outline a grid
- Activities can be done on any flat surface, eg; basketball court, school hall, quadrangle
- Set up cones for Activity 2

Lesson Introduction

Explain to students in this lesson we will learn where our brakes are and how to use them.

Skill Development

Teacher demonstration of:

1. Where to find the brakes (front, rear and pedal)
2. What happens when the brakes are applied
3. How to stop

Activity Instructions

Finding the brake instructions

- Identify where the brakes are located on the bike

How to brake instructions

- Apply the brakes gently to stop the bike. It is recommended that where a bike has both front and rear brakes they are applied together. Do not apply front brakes on their own.

Activity 1 Finding the brakes

1. Put students in pairs.
2. One student balances the bike upright.
3. Other student applies left brake and then right brake to identify front and rear brakes. Note: BMX bikes may only have rear brakes, which is fine.
4. Students without bike observes where the brakes are and then students swap roles.

Activity 2 How to stop

1. Ask student with bike to push forward off the ground using both feet. Student moves from one set of cones to the next. When students reach each marker get them to apply the brake and come to a complete stop.
2. Students progress to the next marker and repeat the stopping activity.
3. Students who are non-riders observe their partner performing the activity and then swap roles.

Lesson 3: Braking (continued)



Braking Game: Follow the Leader

- Design an easy track using coloured arrows.
- Line the students up behind a leader.
- Ask the students to cycle slowly making sure they stay behind the person in front of them.
- Encourage students to leave a bike length between them and the person in front.
- Encourage students to use their brakes to slow down.
- Introduce rules that the students have to listen out for, eg:
 - 1 whistle equals stopping
 - 2 whistles equals using feet on ground to push bike forward



Braking Game: Stop and Swap

- Students free riding.
- Students stop when their partner/teacher raises their hand.
- Students can continue riding when the partner/teacher lowers their hand.
- When partner/teacher raises both hands the student on the bike must return to their partner and swap.

Note: Talk to students about the importance of sharing and ensuring all students have a fair amount of time on the bikes.

Reflection

Review location of brakes on the bike and how to stop.

Ask students:

- Do you know which brakes are for the front and which are for the back?
- When would you need to apply your brakes with force?
- When would you need to apply your brakes gently?
- With your partner, discuss how you would use the brakes in the following situations
 - You are riding your bike to school and see a branch on the footpath in front of you.
 - You are riding your bike to your friends house and a dog runs out in front of you.
 - You are riding your bike at the skate park and another person riding a bike loses control and rides straight at you.
 - You are turning a corner.



Braking Game: Stuck in the Mud

- Students free riding.
- If the teacher tags the student, student has to stop (stuck in the mud).
- Any student who's still riding can tag stuck students to ride again.

Lesson 4: Starting

Safety First

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

Learning Intentions

We are learning to:

- Use the power pedal
- Move forward in a controlled manner

Success Criteria

- I can use my power pedal
- I can start riding from a stationary position

Equipment and Preparation

- Bikes (1 between 2 students)
- Helmets (ideally 1 each)
- 8 cones/markers
- Activities can be done on any flat surface, eg: basketball court, school hall, quadrangle.

Lesson Introduction

Explain to students in this lesson we will learn how to use the power pedal and how to accelerate from a stationary position. Talk to students about the importance of balance and staying a safe distance from the other cyclists.

Skill Development

Teacher demonstration of:

1. What the power pedal is
2. Where to position the power pedal
3. How to move forward from a stationary position

Activity 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 (same side as the hand you write with).
- Align pedal of dominant foot with bike frame down tube.
- Place dominant foot on the pedal.
- Transfer weight and drive the pedal down.

Lesson 4: Starting (continued)

Activity 1 Using the power pedal

1. Put students in pairs.
2. One student sits on the bike with the power pedal ready to use.
3. Student on bike pushes down on the power pedal to see how far they can travel with one push.
4. When student on bike puts their foot on the ground their partner marks the distance with a cone.
5. Students on bike repeats exercise and attempts to beat their previous distance.
6. Non-riding partner swaps roles.

Activity 2 1 pedal, 2 pedal, 3 pedal

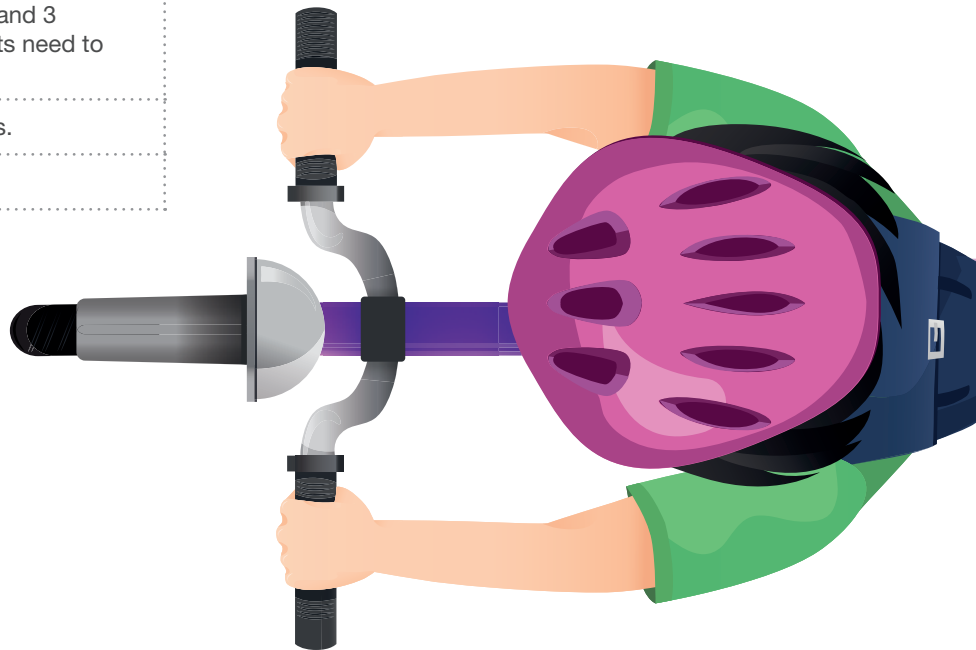
1. Students are to sit on their bikes in a line.
2. Using the power pedal, students start to ride to see how far they can travel with 1, 2 and 3 pushes of the pedal.
3. When all students have had a turn at 1, 2 and 3 pedals, introduce 3 cones that the students need to weave in and out of.
4. Repeat the exercise with 1, 2 and 3 pedals.
5. Swap rider and repeat.

Reflection

Review the power pedal and the starting position.

Ask students:

- Do you know what the power pedal is?
- What is the correct starting position for the power pedal.
- What was the differences between the 1, 2 and 3 pedal experiment?
- What was the difference when we introduced the 3 cones and you had to repeat the 1, 2 and 3 pedal push activity?
- How can you stay safe when starting on your bike from a stationary position?



Safety First

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

Learning Intentions

We are learning to:

- Turn our bikes with control

Success Criteria

- I can turn my bike safely

Equipment and Preparation

- Bikes (1 between 2 students)
- Helmets (ideally 1 each)
- 12 cones/markers to outline a grid
- Activities can be done on any flat surface, eg: basketball court, school hall, quadrangle
- Set up course for Activity 1

Lesson Introduction

Explain to students that in this lesson we will learn how to turn our bikes with control.

Talk to students about the importance of balance and staying a safe distance from the other cyclists.

Skill Development

Teacher demonstration of:

1. How to change directions on a bike using the handle bars. Explain that this is done in conjunction with leaning on your bike.

Activity Instructions

Explain to the students that you only need small smooth movements to change the direction of a bike. Slightly turning the handle bars with a slight lean will generally be enough to turn a bike.



Lesson 5: Turning (continued)

Activity 1 Turning bike

1. Put students in pairs.
2. Students practice weaving (slightly) from left to right. Student moves from one set of cones to the next.
3. Introduce some markers between each line of cones. When students reach each marker get them to turn to the left or right of the cone (weaving in and out) until then get to the end line.
4. Create a large circle with markers about 5 metres apart. Students ride in the same direction weaving between each cone. Students are not to overtake others.
5. Students progress to free riding with an emphasis on turning and weaving. Introduce rules that the students have to listen out for, eg:
 - 1 whistle equals stopping
 - 2 whistles equals using feet on ground to push bike forward
6. Non-riding partner swaps roles.



Turning Game: Raid the Nest

- Place students in groups of 3.
- Line students up behind a cone.
- First student turns/weaves in and out of the cones.
- When they reach the last cone the student collects a ball from the nest (bucket).
- Student turns to the outside and rides to the back of their line dropping the ball in their teams nest.
- When student reaches the back of the line the next student goes.
- Play the game for 5 minutes.
- The team with the most balls wins.
- Students who are non riders can participate by running the relay.
- Swap rider and repeat until all group members have had a go.

Reflection

Review the technique for turning a bike.

Ask students:

- What was easy about turning the bike?
- What was hard about turning the bike?
- Why is it important to know how to turn a bike?
- If I was only to turn the handlebars to turn my bike what might happen?
- If I was to turn my handlebars quickly and sharply what might happen?



Turning Game: Relay

- Place students in groups of 3.
- Line students up behind a cone.
- First student turns/weaves in and out of the cones.
- When they reach the last cone student turns to the outside and rides to the back of their line.
- When student reaches the back of the line the next student goes.
- Students who are non riders can participate by running the relay.
- Swap rider and repeat until all group members have had a go.