



Cycling education unit linked
to The Australian Curriculum

Initiative of



ACT
Government

RIDE or
WALK
to school



Schools have a vital role to play in promoting safe cycling and empowering school aged children to ride to and from school.

Safe Cycle is a series of cycling education resources that align with the Australian Curriculum. It has been developed by the ACT Health Directorate in collaboration with the ACT Education Directorate as part of the Ride or Walk to School program.

This resource has been designed to suit primary school students in years 3 and 4. It develops skills in bike handling and provides simulations to learn how to safely negotiate off-road pathway intersections and hazards. The resource is a precursor to the Safe Cycle Years 5&6 resource that further extends student learning to promote a culture of risk awareness and protective behaviour for self and others.

The benefits schools can gain from promoting riding and walking to school include:

Health benefits

Cycling and walking are simple ways for children to incorporate physical activity into their everyday lives. When this replaces car journeys to school, the extra regular physical activity can improve health outcomes. It has the potential to increase the proportion of children and young people participating in at least 60 minutes of moderate physical activity each day and decrease the proportion of children and young people at an unhealthy weight.

Educational benefits

Children who ride or walk to school are more likely to arrive at school alert and ready to learn.

Environmental benefits

Riding and walking to school provides environmental benefits to the broader community through:

- reducing traffic congestion
- reducing noise and air pollution
- reducing greenhouse emissions
- creating safer environments
- improving social interactions.

Acknowledgement

Safe Cycle 3&4 is based on the other Safe Cycle resources which were developed by qualified teachers Glen Ridley, Macgregor Primary School and Terry Eveston, Melba Copland Secondary College in collaboration with ACT Health. Safe Cycle Years 3&4 is an initiative of ACT Health as part of the Ride or Walk to School program.

Initiative of



RIDE or
WALK
to school

Introduction to Safe Cycle



Safe Cycle has been written to support primary school teachers to introduce cycling activities at their school.

These lessons have been developed to suit primary school students in years 3 and 4. Students in this age group will have a diverse level of skills and riding experiences, and would mostly be riding on paths and quiet streets. Safe Cycle has been developed with a mix of theory and practical lessons aimed at developing transferable bike handling and hazard negotiating skills through bike play. The lessons are a starting point, with options for extension activities. It is expected that teachers will adjust activities and develop methods of delivery that suit the needs of their school and students. Suggested activities are provided for hesitant riders and extension activities are provided to challenge confident riders.

Teachers wishing to establish a good foundation from which to implement the Safe Cycle program should consider completing the TQI accredited professional learning module for Safe Cycle 5&6 which can be accessed electronically at <https://learning.health.act.gov.au/>.

Recommendations

- At the beginning of all practical lessons, the teacher should complete the **Safe Cycle Safety First** worksheet as part of their risk management process.
- Follow the lesson sequence as there is a progression of skills.
- Lessons can be extended through additional activities if required. Suggestions are written into lessons and provided in the *Bike Games*.
- All the lessons can be delivered on school grounds with the normal teacher to student ratio.
- A basketball court or similar sized area is ideal for the practical lessons.
- Encourage students to bring their own bikes to school on the Safe Cycle lesson days.
- Ideally each student will have their own bike and helmet, however some activities have suggestions for engaging students both on and off bikes if bike sharing is required.
- A parent consent form is required before the program is implemented. A template for this is provided.

Links to the Australian Curriculum

The Achievement Standard Rubric in Table 1 maps the learning intentions to the relevant Health and Physical Education (HPE) Achievement standards and associated content descriptors. It can be used to facilitate assessment and reporting in HPE. Each lesson plan outlines content descriptors relevant to the lesson.

Written resources

- Safe Cycle 3&4 Lesson Plans:
 - Introduction to Safe Cycle
 - Safe Cycle 3&4 achievement standard mapping rubric
 - Lesson plans (practical and theoretical lesson plans provided)
- Safe Cycle 3&4 Templates and Resources:
 - Safe Cycle year 3&4 achievement standard rubric for health and physical education
 - Safe Cycle year 3&4 parental consent form
 - ACT Public School risk management plan template*
 - Safe Cycle safety first worksheet
 - Student worksheet bike & helmet safety checks
 - Student competencies checklist (for recording observations and monitoring progress)
 - ABC tight bike safety checklist
 - Parts of a bike poster
 - Tips for beginner cyclists
 - Achievement of bike licence (note)
 - Bike licence template
 - Safe Cycle year 3&4 licence template
 - Bike games
 - Pathway hazards powerpoint

* Non-Government schools will need to apply their school's relevant risk management plan



Safe Cycle 3&4 Licence

The Safe Cycle 3&4 licence aims to give students an incentive to practise and develop competencies that reflect the learning intentions. Multiple opportunities should be provided to all students, so they achieve success and are eligible for a licence. To record and monitor progress toward achieving the **Safe Cycling Years 3&4 licence**, a **Student Competencies Checklist** is provided. This can be pre-populated with student names and used at each lesson to record observations.

Licences can be awarded at the end of the program as a culminating activity with a class celebration.

The licence template provided can be pre-populated with student details and laminated. Please note that the Licence is not an official certification.

Optional Bike-a-thon event

A Bike-a-thon event is a great way to promote safe cycling, practise skills, participate in physical activity and contribute to the school community. The cycling route/circuit designed in lesson 6 (in school grounds) can be used for the course. School guidelines for organising an event would need to be applied. See lesson 9 for more information.

Lesson Plan Format

The lesson plans are in the following format:

- Learning intentions
- Success criteria
- Australian Curriculum HPE links
- Equipment and preparation
- Lesson introduction – Tuning in
- Skill development (for practical activities)
- Safety first (reminder for teacher to complete the Safety First Worksheet)
- Activity instructions
- Extension activity (if applicable)
- Reflection
- Safe Cycle Licence competencies checklist

.....
The lessons are colour coded:



Theory



Practical



Extension activities

Initiative of



RIDE or
WALK
to school

Delivery Strategies

Each lesson has been written to be nominally 45 minutes, however teachers can adapt the program to suit the needs of the school and students and make use of the extension activities provided.

Three delivery models are suggested below as examples.



Option 1 9 x 45 minute lessons, once per week over a term

This format takes the 9 core lessons from the program and delivers them in sequence as part of a weekly program.

9 weeks of lessons have been written for the term to allow for other school events, interruption to the program or to allow for repetition of lesson content. Safe Cycle licences should be distributed at the end of the program when competencies are met.

Option 2 9 x 2 hour lessons, once per week over a term

Week 1	Lesson 1: Preparing to Ride Safely + Lesson 2: Balancing, “Power Pedal” and braking
Week 2	Lesson 3: Turning and riding safely in a group + Lesson 4: Signalling and Rear Head Checks
Week 3	Lesson 5: Pathway intersections + Bike Games (skill level: beginners)
Week 4	Lesson 6: Hazards on pathways and route planning
Week 5	Lesson 7: Doubling up and bike games (skill level: Beginner to moderate)
Week 6	Lesson 8: Bike Games (beginner to advanced) and designing a bike game
Week 7	Lesson 8: Practising Bike Games designed by students
Week 8	Safe Cycle Licence: Provide opportunities for all students to complete their licence requirements. Hand out licences this week
Week 9	Lesson 9: Circuit riding and/or Bike-a-thon

Option 3 2 x full days and 2 x part days or 3 full days

Full day 1	Lesson 1: Preparing to Ride Safely Lesson 2: Balancing, “Power Pedal” and braking Lesson 3: Turning and riding safely in a group Lesson 4: Signalling and Rear Head Check
Full day 2	Lesson 5: Pathway intersections Lesson 6: Hazards on pathways and route planning Lesson 7: Doubling up
Part day 1	Lesson 8: Bike Games and designing a bike game
Part day 2	Lesson 9: Circuit riding and/or Bike-a-thon. Hand out licences

TABLE 1: SAFE CYCLE YEAR 3&4 ACHIEVEMENT STANDARD RUBRIC FOR HEALTH AND PHYSICAL EDUCATION

The folio of work has the following characteristics:

Year 3 and 4

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. **They understand the benefits of being healthy and physically active.** They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students **apply strategies for working cooperatively and apply rules fairly.** **They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.** **They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.** **They create and perform movement sequences using fundamental movement skills and the elements of movement.**

Achievement standard statement	Content descriptors	Evidence	Below standard	At standard	Above standard
Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS04)	<p>Lesson 1</p> <ul style="list-style-type: none"> Check a bike is ready for riding (Perform the ABC Tight Bike Safety Check) Correctly fit a helmet using the Three 2's helmet check Choose appropriate clothing for riding <p>Lesson 3</p> <ul style="list-style-type: none"> Ride safely in a group single file keeping at a safe distance <p>Lesson 4</p> <ul style="list-style-type: none"> Use basic hand signals to indicate your intentions Use voice signals to indicate your intentions <p>Lesson 5</p> <ul style="list-style-type: none"> Apply road rules to safely negotiate 2-way and 'T' intersections on pathways <p>Lesson 6</p> <ul style="list-style-type: none"> Recognize and avoid hazards (including pedestrians on pathways) 	With support, students use simple decision-making and problem-solving skills to demonstrate strategies that help them stay safe, healthy and active	Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	Students use several complex decision-making and problem-solving skills to select and demonstrate numerous strategies that help them stay safe, healthy and active
Students understand the benefits of being healthy and physically active		<p>Lesson 4</p> <ul style="list-style-type: none"> Use basic hand signals to indicate your intentions Use voice signals to indicate your intentions <p>Lesson 5</p> <ul style="list-style-type: none"> Apply road rules to safely negotiate 2-way and 'T' intersections on pathways <p>Lesson 6</p> <ul style="list-style-type: none"> Recognize and avoid hazards (including pedestrians on pathways) 	With support, students describe the benefits of being healthy and physically active	Students describe the benefits of being healthy and physically active	Students describe and explain the benefits of being healthy and physically active
Students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities to solve movement challenges.	Practice and refine fundamental movement skills in a variety of movement sequences and situations (ACPMIP043)	<p>Lesson 2</p> <ul style="list-style-type: none"> Ride a bike with control – balancing, power pedal, controlled braking, riding in a straight line and turning <p>Lesson 4</p> <ul style="list-style-type: none"> Perform a rear head check while riding <p>Lesson 7</p> <ul style="list-style-type: none"> Form and ride in pairs <p>Lesson 8</p> <ul style="list-style-type: none"> Contribute to the design of a movement challenge in the form of a bike game 	With support, students can refine a selected number of fundamental movement skills and apply movement concepts and strategies in a variety of physical activities, to solve a movement challenge	Students refine fundamental movement skills and application of movement concepts and strategies in a variety of physical activities to solve movement challenges	Students demonstrate several refined fundamental movement skills and independently apply movement concepts and strategies in a variety of physical activities to solve several movement challenges
Students create and perform movement sequences using fundamental movement skills and the elements of movement.	Apply innovative and creative thinking in solving movement challenges (ACPMIP049)	<p>Lesson 8</p> <ul style="list-style-type: none"> Contribute to the design of a movement challenge in the form of a bike game 	With support, students create and perform movement sequences using fundamental movement skills and the elements of movement	Students create and perform movement sequences using fundamental movement skills and the elements of movement	Students independently create and perform several movement sequences using fundamental movement skills and the elements of movement
Students apply strategies for working cooperatively and apply rules fairly.	Adopt inclusive practices when participating in physical activities (ACPMIP048)	<p>Lesson 8</p> <ul style="list-style-type: none"> Use safe cycling skills to participate safely in a variety of bike games <p>Lesson 9</p> <ul style="list-style-type: none"> Assist in planning for, and participate safely in, a group ride around a constructed route in the school grounds. 	With support, students apply a strategy for working cooperatively and attempts to apply rules fairly	Students apply strategies for working cooperatively and apply rules fairly	Students effectively apply several strategies for working cooperatively and consistently apply rules fairly



Lesson 1: Preparing to ride safely

i Learning Intentions

We are learning to:

- Name the parts of a bike
- Check a bike is ready for riding
- Identify and fix problems that causes a bike to be unsafe
- Correctly fit a helmet
- Describe appropriate clothing and footwear for riding

✓ Success Criteria

- I can name the parts of a bike
- I can perform the ABC Tight Safety Check
- I can correctly fit a bike helmet
- I can choose appropriate clothing and footwear for riding

📄 Australian Curriculum HPE Links Content Descriptors

- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
 - Adopt inclusive practices when participating in physical activities (ACPMP048)
- Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Tuning in

In this lesson we will look at naming the parts of a bike and 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.

At the end of the course, you will be eligible to receive a Safe Cycle Licence once you have demonstrated competency in the skills and knowledge we will be learning. Progress in mastering the skills can be monitored using the student competencies checklist.

(You will be given multiple opportunities to master these competencies throughout the program. The aim is to maximise success and foster a sense of accomplishment for the whole class).

Skill development

Teacher explanation and/or demonstration of:

- Parts of a bike
- The ABC Tight Bike Safety Check
- Helmet fitting 'The Three 2s'

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

Equipment and preparation

- Bike and helmet for demonstration
- ABC Tight Bike Safety Check List and Parts of a Bike posters
- Bikes



Teacher should create problems for students to identify, ie loosen parts

Note *or deflate tyres for students to find and fix*

- Helmets (ideally one per student)



Teacher may choose to have an unsafe helmet

Note *for demonstration*

- Safe Cycle safety first worksheet (teachers to complete)
- Sample Safe Cycle licence
- Student competencies checklist (to record and monitor student progress)

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 any problems identified (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 you move on, ask students to recall steps of the bike safety check.

Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following competencies:

- Perform the ABC Tight Bike Safety Check
- Correctly fit a helmet
- Choose appropriate clothing for riding

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 back brakes

B

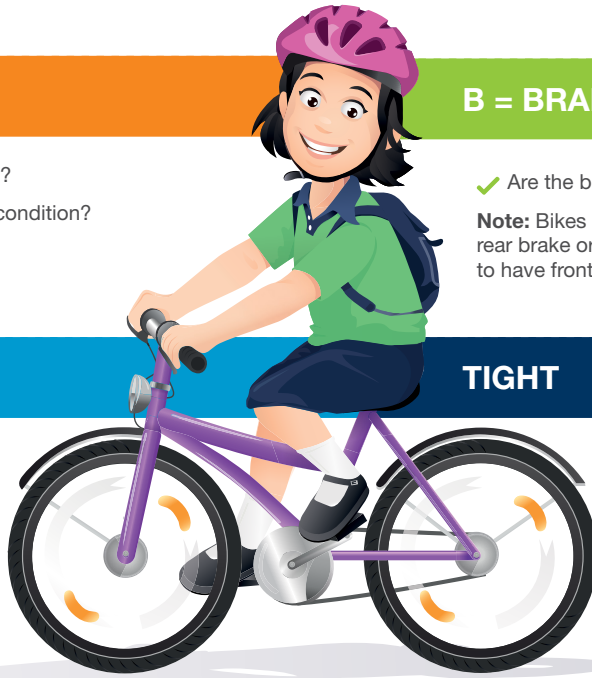
C

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.



RIDE or WALK to school

Bike Licence



Licence holder: _____

The above named has successfully demonstrated the Safe Cycle Years 3&4 program competencies in an off-road environment.

COMPETENCIES: Skills, Knowledge, and Understanding		
<input type="checkbox"/> Perform the ABC Tight Bike Safety Check	<input type="checkbox"/> Ride single file keeping a safe distance between riders	<input type="checkbox"/> Apply road rules to safely negotiate 2-way and 'T' intersections on pathways
<input type="checkbox"/> Correctly fit a helmet	<input type="checkbox"/> Perform a rear head check while riding	<input type="checkbox"/> Recognise and avoid hazards
<input type="checkbox"/> Choose appropriate clothing and footwear for riding	<input type="checkbox"/> Use basic hand signals to indicate intention	<input type="checkbox"/> Form and ride in pairs
<input type="checkbox"/> Ride a bike with control <small>balancing, power pedal, braking, turning</small>	<input type="checkbox"/> Use voice signals to indicate intentions	<input type="checkbox"/> Participate safely in a variety of bike games

***Note to parents/carers**

This licence is not an official certification and does not guarantee your child's ability to ride on-road.



OFF-ROAD BIKE LICENCE

Name: _____

School: _____

Date: _____

Teacher's signature: _____

LICENCE

Bike and Helmet Safety Checks



Name: _____



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: Balancing, “power pedal” and braking

i Learning Intentions

We are learning to:

- Balance on a bike in correct position
- Ride a bike with control

✓ Success Criteria

- I can balance on my bike with my hands and feet in the correct position
- I can use my “power pedal” to start riding a bike
- I can use brakes to stop a bike with control
- I can work cooperatively with others

🔗 Australian Curriculum HPE Links Content Descriptors

- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes
- Helmets
- 1 cone/marker between 2 students
- Coloured chalk
- Safe Cycle safety first worksheet
- Student competencies checklist
- Activities can be done on any flat surface e.g. basketball court or quadrangle
- Pedal wrench to remove pedals for beginners who are hesitant or still learning to ride. Refer to the resource “Tips for beginner cyclists”

Tuning in

In this lesson we will look at how to sit and balance on a bike correctly. We will look at the role of the “power pedal”, and how to use it, as well as controlled braking.

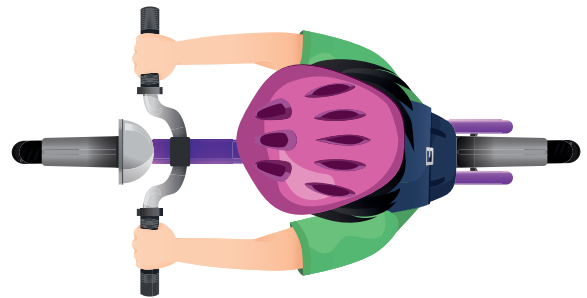
Skill development

For students feeling hesitant or still learning to ride, remove pedals and lower seat for the balancing activities. Refer to the resource “Tips for beginner cyclists”, this provides a progression of activities to support students learning to ride.

Teacher demonstration of:

1. Sitting and balancing on the bike
2. The “power pedal”
3. Controlled braking.

Sitting and balancing instructions



- Place one leg on either side of the bike
- Have both feet firmly on the ground
- Place hands on the grips of the handle bars
- 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

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 (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

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”

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.

Activity 1 “Balancing”

For students who are hesitant or are still learning to ride, remove pedals and lower seat.

1. Have students in pairs.
2. Student with bike demonstrates good bike posture with one leg either side of the bike, both feet firmly on ground, hands placed on the grips of the handle bars. Partner without bike provides feedback.
3. Student with bike to practise stationary balance:
 - 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.
4. Students swap and practise good bike posture and stationary balance.
5. Student with bike:
 - Push forward off the ground using both feet
 - Coasting move from one set of cones to the other and back.
6. Students swap and practise this moving balance without pedalling.

Activity 2 “Power pedal” and braking

1. Put students in pairs with one cone between each pair.
2. Students without a bike, line up on one side of the basketball court near their cone. Students on bikes line up opposite their partner and cone on the other side of the court.
3. On teacher’s instruction:
 - Students push their “power pedal” down and coast across the area on their bike towards their partner.
 - Students use their brakes to stop the bike’s front wheel as close to their cone as they can without hitting it.
 - Reinforce correct stopping procedure covered in the skill development demonstration.
4. Non-riding partner gives the rider feedback and then swap roles. Give students multiple opportunities to practice this activity.



Challenge

Use this activity to assess students' riding confidence. This initial bike task allows the teacher to identify the skill level of students. For students with very basic bike handling skills, keep practical activities simple and slowly build up to more challenging tasks (see Extension Activities for Confident Riders).

Braking game: follow the leader

- Design an easy track using coloured arrows to follow.
- 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 two bike lengths between them and the person in front.
- Encourage students to use their brakes to slow down.
- Introduce rules that the students must listen out for, e.g.
 - 1 whistle means stop
 - 2 whistles mean stop and swap with partner
 - 3 whistles means go.

Braking game: Stuck in the mud

- Students free riding within a designated area.
- If the teacher tags the student, student must stop (stuck in the mud).
- Any student who’s still riding can tag stuck students to ride again.
- Swap with non-riding students after 5 minutes. Repeat game so everyone has a turn.

Reflection

Review balancing, “power pedal” and braking. Discuss any issues that came up during the lesson.

Ask students:

- Was it easier to balance while stationary or moving? Why?
- How did it feel starting in the “power pedal” position compared to pushing off with your feet?
- Who could come to a controlled stop close to their cone after coasting?
- Why is it important to be able to stop in a controlled way when and where you want to?
- With your partner, discuss how you would use your 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.

Thumbs up/down activity

Ask students how they felt they went with each skill practised in this lesson: 1. Balancing. 2. Power Pedal. 3. Braking.

- Thumbs up = got it
- Thumbs down = help needed
- Thumbs sideways = getting there but I need a little more practice

Safe Cycle licence competencies

Record on the ‘Student Competency Checklist’ which students demonstrated the following skills:

- Ride a bike with control - balancing, power pedal and braking in a straight line

Helpful tips

Tips for beginner cyclists

There is a common misconception that if a child hasn’t learnt to ride before they have outgrown kids bikes with training wheels, they’ve ‘missed the boat’. This doesn’t have to be the case! Here are some tips to get them pedalling! Remember to keep it fun and use games to practice.

- Practise in a traffic-free area - find a place that is large, flat, smooth and grassy or paved.
- Properly inflate the tyres, it will help avoid punctures and make a smoother ride. Look for the recommended pressure printed on the tyre sidewalls.
- Remove pedals using a pedal wrench and lower the seat until the rider can put both feet on the ground when standing over the frame.
- Emphasise balance first and pedalling later.
- Check hands are placed on the grips of the handlebars.
- Remain stationary - practise balancing on the bike.
 - Lift one foot off the ground
 - Shift weight onto other foot
 - Repeat on the other side, rocking left to right
 - Try lifting both feet at the same time
- Start moving, try scooting off one foot at a time so they can get the feel of balancing.
- Once adept at scooting, challenge them to push forward off the ground using both feet, pick up both feet and coast. Practice looking ahead.
- Once they have mastered the ability to scoot and coast the bike move on to turning and steering. Start with big, easy, looping turns.
- Once the rider masters coasting, turning and looking ahead while riding, it’s time to put the pedals back on the bike. For now, keep the seat in its lowered position so the rider can put both feet on the ground to stop.
- Practise moving from a stopped positioned using the power pedal. The “power pedal” position allows the rider 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
- Steady the rider as he or she moves forward by placing a hand on a shoulder or the bike saddle - but let them learn how to balance and feel comfortable on the bike without assistance.
- As they get the hang of pedalling a bike, they can start practicing turns. Encourage them to do large circles and figure 8’s.
- Practise gently pressing on the coaster brake until they can use it without wobbling very much.
- Once they can ride easily, get on your bike and have them follow you.



Lesson 3: Turning and riding safely in a group

i Learning Intentions

We are learning to:

- Turn a bike with control
- Ride safely in a group

✓ Success Criteria

- I can turn my bike safely
- I can keep a safe distance between me and the rider in front
- I can work cooperatively with others

↪ Australian Curriculum HPE Links Content Descriptors

- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Adopt inclusive practices when participating in physical activities (ACPMP048)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes (1 between 2 students)
- Helmets (ideally 1 each)
- Safe Cycle safety first worksheet
- Student competencies checklist
- 12 cones/markers to outline a grid
- Activities can be done on any flat surface, e.g. basketball court or quadrangle
- Set up course for Activity 1

Tuning in

In this lesson we will learn how to turn our bikes with control and how to ride safely in a group.

We will learn about the importance of riding single file and staying a safe distance from the other cyclists. We will practise these skills.

Skill development

Teacher demonstration of:

- How to change directions on a bike by slightly turning the handle bars with a slight body lean.
- The safe distance to keep when riding single file in a group (two bike lengths between you and the next rider).

Activity 1 Turning bike

1. Put students in pairs.
2. Students practise weaving (slightly) from left to right moving 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 they get to the end line.
4. Create a large circle with markers about 5 metres apart. Students ride, all in the same direction, weaving between each cone. Students are not to overtake other riders the challenge is controlling your bike which is harder the slower you go!
5. Non-riding partner swaps roles.

Activity 2 Turning game: Relay

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

Activity 3 Turning game: Raid the nest

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

Activity 4 Group Riding

1. Discuss that a minimum safe distance is two bike lengths between you and the rider in front.
2. Ask student volunteers to stand in front of the class holding their bikes separated by two bike lengths.
3. Ask students to start riding around the outside of the basketball court in a single file.
4. Students are to leave at least two bicycle lengths between them and the rider in front.



Challenge

Challenge confident students by asking them to complete different actions while they are riding around the area, e.g. one hand off handlebar, wave, high 5, stop immediately on signal/whistle.

This is not a race, the emphasis is on students being able to control their speed to maintain a safe space between them and the rider in front.

Reflection

Review turning and group riding

- Were you able to maintain control of your bike when turning?
- If I was to turn my handlebars sharply what might happen? Were you surprised at how little you had to turn your handlebars to start a turn?
- Were you able to maintain a safe distance between you and the rider in front? What made it hard?

Discuss hand signals as a lead into the next practical lesson.

Thumbs up/down activity

Ask students how they feel they went when riding in a group situation?

- Thumbs up = got it
- Thumbs down = need help
- Thumbs sideways = getting there but I need a little practice

Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following skills:

- Ride a bike with control – turning
- Ride safely in a group single file while keeping a safe distance between riders

Lesson 4: Signalling and rear head checks

i Learning Intentions

We are learning to:

- Use signals to warn others of our intentions on our bike
- Check for hazards behind us while riding

✓ Success Criteria

- I can signal left and right turns on my bike
- I can signal that I am going to stop my bike
- I can perform a rear head check while riding
- I can work cooperatively with others

🔗 Australian Curriculum HPE Links Content Descriptors

- Describe strategies to make the classroom and playground healthy, safe and active space (ACPPS040)
- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Adopt inclusive practices when participating in physical activities (ACPMP048)

Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

📌 Equipment and preparation

- Bikes
- Helmets
- Mark the course with cones and chalk (see diagram over leaf)
- Red, green and yellow hoops
- Safe Cycle safety first worksheet
- Student competencies checklist

Tuning in

In this lesson we will look at the ways we can use our hands to signal to others (pedestrians, bike riders, cars etc.) our intention to turn or stop our bike. We will also learn and practice how to perform a rear head check while riding to check for hazards behind us.

Skill development

Teacher demonstration of:

- Signalling left and right (see below)
- Stop signal (see below)
- Rear head check (turning head over your shoulder to see what's behind you). Rear head checks should be done before mounting and dismounting your bike, turning or stopping.

Basic cycling signals



Left turn

Stop

Right turn

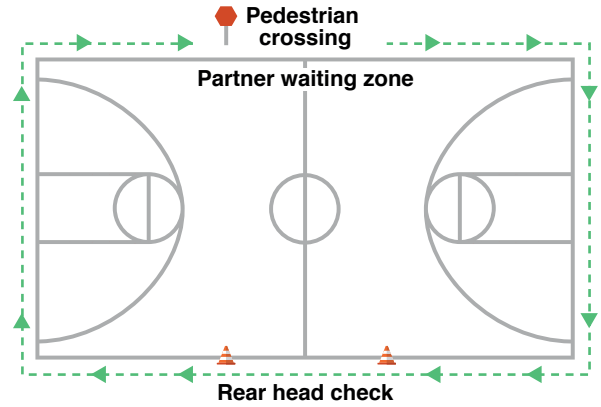
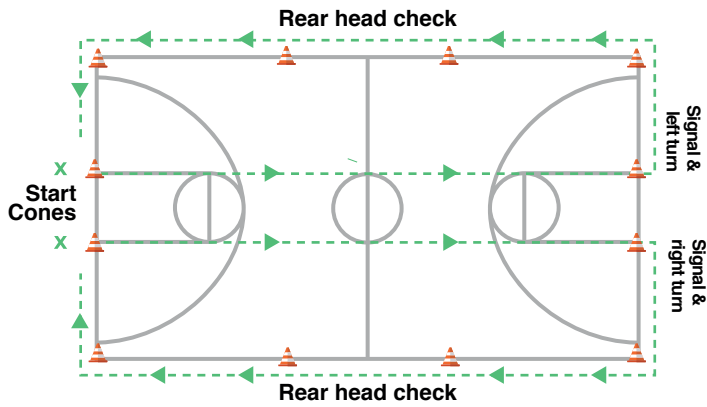
⚠️ Safety First

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

Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following skills:

- Perform a rear head check while riding
- Use basic hand signals to indicate your intentions to others
- Use voice signals to indicate your intentions to others
- Ride safely in a group single file, keeping at a safe distance



Activity 1 Head checks and signalling

1. Students line up with bikes in two equal groups behind start cone at "X".
2. On teacher's direction students ride in a straight line (check for "power pedal" when starting off and keep 2 bike lengths), perform a head check in the "head check zone" and signal left or right prior to reaching the end cone.
3. Students then "peel off" and join the end of the opposite line.
4. If students are sharing bikes, the teacher can use selected non-riders to stand to the side and at the back of the rear head check zone to "test" riders as they perform their rear head check (eg. hold up a certain number of fingers, coloured cards, pictures and have rider shout out the number/colour/picture).
5. Alternatively, non-riders can observe their partner performing rear head check and signals and provide them with feedback prior to swapping roles.
6. Repeat activity and add a voice signal to the hand signal. Rider will say "turning left" or "turning right" while using correct hand signal.
7. Give students multiple opportunities to practice this activity.

Reflection

Review signalling and rear head check. Ask students:

- When would a rider use signalling and why?
- Why do you need to check behind you when riding a bike?
- When should you perform a rear head check?

Activity 2 Stopping at a pedestrian crossing

1. Draw lines to indicate a pedestrian crossing on one side of the basketball court between the rear head check cones.
2. Students with a bike ride around the outside of the basketball court in single file in the same direction, keeping a safe distance from the rider in front. Do not overtake. Non-bike riding partner waits at pedestrian crossing in the partner waiting zone.
3. As the rider approaches the pedestrian crossing, slow down and give a voice ("STOPPING") and hand signal. Dismount from bike. Wait for non-bike riding partner to cross the crossing. Walk bike across crossing. Remount and continue riding, making sure to signal when turning at the corners (voice and hand signal), and demonstrating a rear head check between the witches hats.
4. Swap with partner every 4 laps.



Note This activity provides an opportunity for the teacher to assess the student's competence with skills covered so far – "power pedal", braking, signalling, rear head check and basic bike control – and plan additional lessons and/or activities for those students requiring further practice or consolidation of skills covered. Reinforce to students that it is not a race but an opportunity for them to practice skills covered.

- Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

Green = confident

Yellow = developing confidence

Red = not confident

Lesson 5: Pathway intersections

i Learning Intentions

We are learning to:

- Recognise an intersection
- Negotiate 2-way and 'T' intersections safely

✓ Success Criteria

- I can recognise an intersection
- I can use voice and hand signals so indicate what I am going to do at an intersection
- I can assess the situation and move through a 2-way and 'T' intersection safely

🔗 Australian Curriculum HPE Links Content Descriptors

- Describe strategies to make the classroom and playground healthy, safe and active space (ACPPS040)
- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Adopt inclusive practices when participating in physical activities (ACPMP048)

Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes
- Helmets
- Mark the course with cones and chalk
- 4 stop signs
- Safe Cycle safety first worksheet
- Student competencies checklist

Tuning in

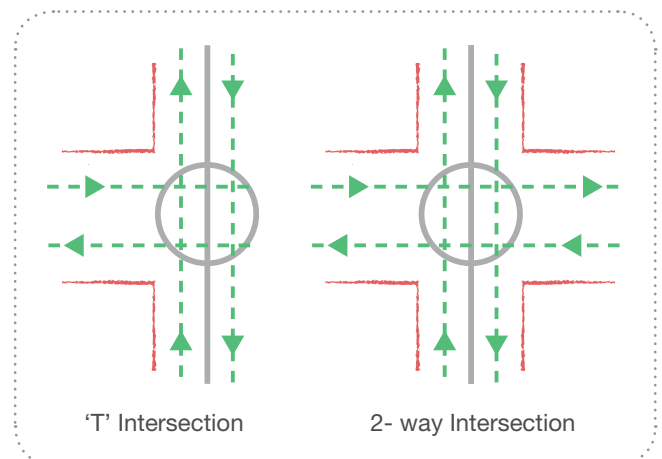
In this lesson we are learning how to negotiate off-road intersections safely. You will learn how to recognise an intersection and use your knowledge of cycling rules to ride safely through it. The two types of intersections we will explore are 'T' intersections and 2-way intersections. These intersections occur on footpaths and bike paths as well as roads.

You will practice stopping and giving way to the right at an intersection.

Skill development

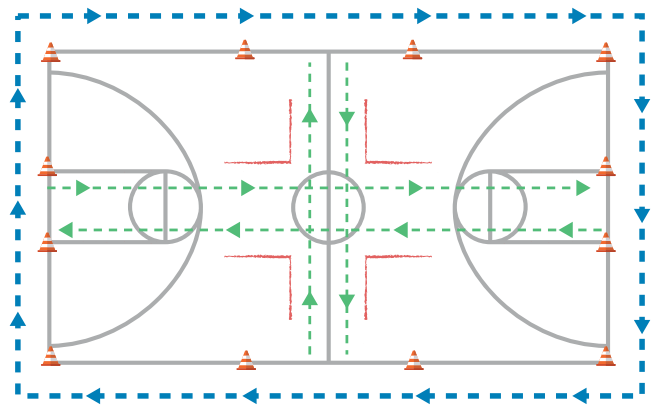
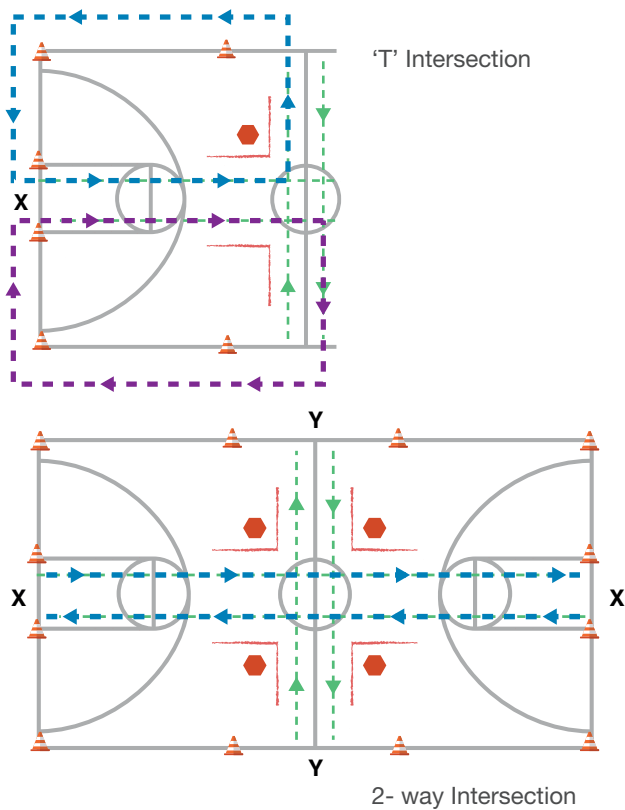
Teacher demonstration of:

- Recognising different types of intersections
- Stopping and giving way to the right



⚠️ 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.



Activity 1 Giving way to the right

- Discuss:
 - What does an intersection look like? (paths crossing, roundabout, T- intersection).
 - Where might you find an intersection when riding on a bike path or off-road track? (where 2 paths cross, where a path ends at a 'T' intersection).
- Refer to 'T' intersection diagram above.
 - Teacher marks 'T' intersection with cones or chalk
 - Demonstrate entering the 'T' intersection (deceleration and stopping, use voice and hand signal for stopping).
 - Students with bike line up behind X
 - In single file, riders approach intersection and stop in line with stop sign. Riders proceed to turn left (blue loop) or right (purple loop).
 - Swap loops each time to practise turning left and right, using correct hand and voice signals.
 - Swap with partner every 5-7 minutes.
- Refer to 2-way intersection diagram above
 - Teacher marks 2-way intersection with cones or chalk
 - Demonstrate approaching a 2-Way intersection, stopping, giving way to the right, and riding straight ahead when clear and safe.
 - Bike riders start at X. Ride the blue course through the intersection, stopping at the crossroads, using voice and hand signals, before proceeding when clear. Non-riding partner start at Y and walks/jogs the green course keeping at least 5m from the person in front of them. Stop at crossroads and give way to the right before proceeding. Swap roles.
 - Practise this course multiple times before proceeding to activity 2.

Activity 2 Intersection game

- Teacher explains the set-up of the "intersection" in the Activity 2 course.
- Demonstrate entering and exiting the intersection and the concept of always giving way to the right whether going straight ahead or turning.
- Students free ride around the course in a clockwise direction entering the intersection when they wish to. They apply their skills to safely negotiate the intersection and continue riding.
- Ensure students maintain the safe distance of two bike lengths between riders. Watch for students performing rear head checks and signals before turning or stopping.
- Partners can be used as observers, pedestrians, "lollipop men/ladies". Be as creative as you like! Swap roles.

Reflection

- How did the intersection game go? What worked / didn't work?
- What happened if the person in front of you didn't signal?

Thumbs up/down activity

Ask students how they felt went when riding in a group situation?

- Thumbs up = got it
- Thumbs down = need help
- Thumbs sideways = getting there but I need a little practice

Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following skills:

- Apply road rules to safely negotiate 2-way and 'T' intersections on pathways

Lesson 6: Hazards on pathways and route planning

Learning Intentions

We are learning to:

- Identify and develop strategies to safely pass hazards while riding

Success Criteria

- I can recognise hazards when riding
- I can make decisions on how to safely get past hazards

Australian Curriculum HPE Links Content Descriptors

- Describe strategies to make the classroom and playground healthy, safe and active space (ACPPS040)
- Adopt inclusive practices when participating in physical activities (ACPMPO48)
Refer to introduction, Table 1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Hazards PowerPoint (available to download via the portal)
- Google earth image of your school
- Teacher to conduct a risk assessment of intended circuit for group riding or bike-a-thon event
- If conducting Bike-a-thon establish a working group to plan event and allocate roles and responsibilities

Tuning in

In this lesson we will define what a hazard is and what actions we can take to safely get past identified hazards.

Using the Hazards PowerPoint we will also identify hazards that we might find in our local area.

Activity 1 What is a hazard?

1. Define vocabulary:
 - A hazard is something that may cause you harm
 - Protective behaviours are actions to keep yourself and others safe.
2. Use the Hazards PowerPoint to promote discussion on likely hazards your students may face while riding.
Ask students:
 - What hazards can you see?
 - What could you do to safely pass this hazard?

Activity 2 Route planning at our school

1. As a class, plan a route/bike circuit within the school grounds that could be used for group riding practice or a relay style Bike-a-thon event.
 - Access a picture of your school through Google maps
 - Identify possible circuits for bike riding in a group
 - Identify potential hazards
 - Walk the circuit as a group to further investigate potential hazards
 - Identify actions that can be taken to minimize the hazards and limit risk of injury
 - Choose the most appropriate circuit to test
 - Create warning signs and use track markers to identify the track and improve safety
 - Discuss other factors to consider when riding through the school grounds. For example:
 - areas to avoid
 - best time to schedule riding the circuit
 - having minimal disturbance to other classes
 - ensuring the environment is not impacted in a negative way
 - identify a start and finish point
 - if using a multiuse pathway, consider initiatives to avoid collisions
 - if organising a Bike-a-thon event, decide which classes/year levels will be involved.

Reflection

- Review definition of hazard and what protective behaviour is.
- Ask students to keep an eye out for hazards not identified in this lesson and report back any new ones.
- Ask students to define “hazard” and share some of the hazards they might come across while riding their bikes

Answers:

1. A hazard is something that may cause you harm
2. Examples of hazards may include pedestrians, cars, dogs, other cyclists, uneven footpaths

Safe Cycle licence competencies

Record on the ‘Student Competency Checklist’ which students demonstrated the following skills:

- Recognise and avoid hazards (including pedestrians on pathways)



Lesson 7: Doubling up

i Learning Intentions

We are learning to:

- Ride safely and confidently in a group
- Ride alongside another rider safely
- React to other area users and hazards

✓ Success Criteria

- I can apply learnt skills to help me ride safely in a group
- I can ride safely next to another person
- I can work cooperatively with others

🔗 Australian Curriculum HPE Links Content Descriptors

Students will be provided with opportunities to:

- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Adopt inclusive practices when participating in physical activities (ACPMP048)

Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes (at least 1 between 2 students)
- Helmets (ideally one each)
- Cones and chalk to mark course
- Signs for each section of the course (optional) or write in chalk
- Set up course for Activity 1
- Safe Cycle safety first worksheet
- Student competencies checklist

Lesson introduction

Explain to students: In this lesson we will review all the skills covered in Safe Cycle so far with a group riding activity. We will also cover riding alongside another rider (doubling up, moving from single file riding to side by side riding).

⚠ 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.

Revision

1. Brainstorm skills covered throughout Safe Cycle course so far
2. Select individual students to demonstrate and talk the class through the dos and don'ts of the following skills:
 - "Power Pedal"
 - Braking
 - Signalling
 - Rear Head Check
 - Pathway intersections ('T' and 2-way)

Skill development

Teacher demonstration of:

- Doubling up

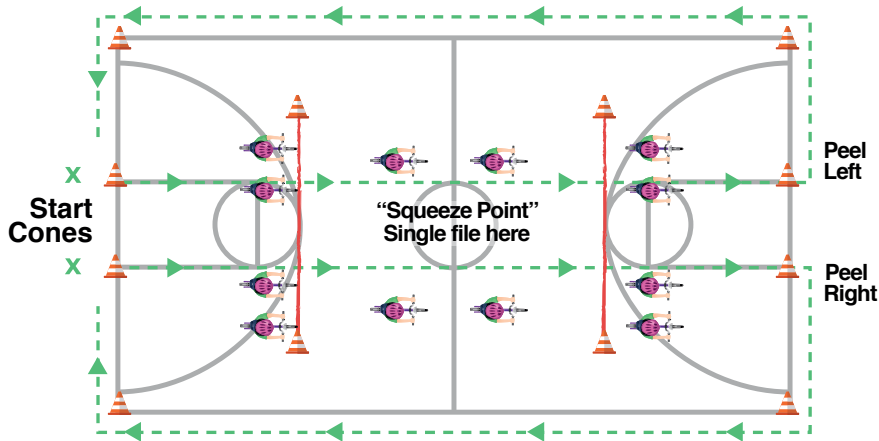
Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following skills:

- Form and ride in pairs

Activity 1 Squeeze in, squeeze out

1. Students with bikes line up in pairs (doubled up) behind the two start cones
2. On teacher's signal ride towards the "squeeze point"
3. At "squeeze point" students form single file and then double up once past the "squeeze point"
4. Students can then choose to peel left or right
5. Students will need to communicate with their partner their intended actions and use hand signals



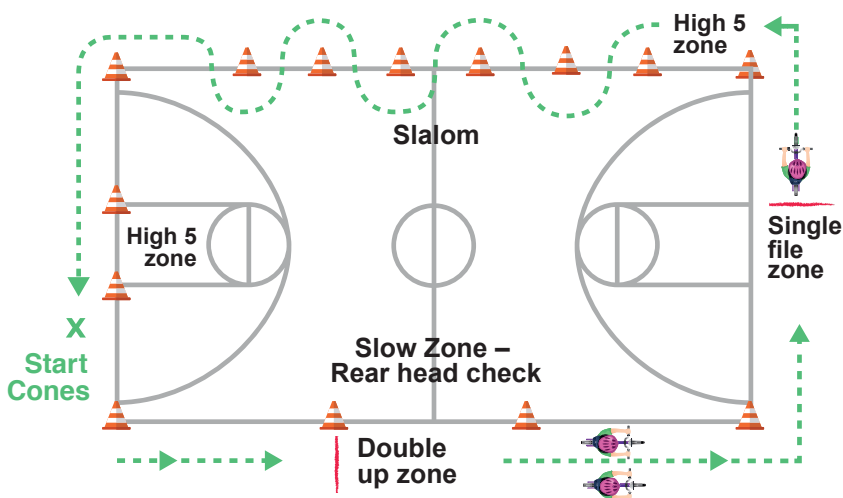
Activity 2 Slalom and skills

1. Walk students through the course explaining each section and the skills as they go.
2. Question students on skills: What does this skill look like? Where and when might we need to use the skill?
3. Students with bikes line up behind start cone at "X".
4. Partners position themselves in one of the "High 5 zones".
5. On teacher's signal students ride single file (except through the double up zone) through the course, giving their partner a high 5 inside one of the zones.
6. Reinforce once again that it is not a race and that students should take their time.
7. Partners swap roles.



This activity provides an opportunity for the teacher to assess the students' competence with skills covered so far – "power pedal", braking, signalling,

Note *rear head check, doubling up and general bike control.*



Reflection

Review signalling and rear head check. Ask students:

- What worked/didn't work?
- Were any sections harder than others? Why?
- Which sections were the easiest and why?
- How could we change the course if we were to do it again?
- Traffic light activity: Ask students to think about how confident they are with the skills covered during the lesson and stand in/by the hoop that reflects how they feel:

Green = confident

Yellow = developing confidence

Red = not confident



Lesson 8: Bike games

i Learning Intentions

We are learning to:

- Ride safely in group situations
- Collaboratively design an inclusive bike game

✓ Success Criteria

- I can use safe cycling skills to participate safely in a variety of bike games
- I can contribute to the design of an inclusive bike game
- I can work cooperatively with others

🔗 Australian Curriculum HPE Links Content Descriptors

- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
 - Apply innovative and creative thinking in solving movement challenges (ACPMP049)
 - Adopt inclusive practices when participating in physical activities (ACPMP048)
- Refer to introduction, Table 1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes
- Helmets
- Cones and chalk for games
- Safe Cycle safety first worksheet
- Student competencies checklist
- Equipment for pre-selected grass or basketball court games (see *Bike Games Lanyard*)
- Pre-select a few bike games from the Safe Cycle games and on the *Bike Games Lanyard*

Lesson introduction

In this lesson you will have the opportunity to implement the skills we have covered in the program through some fun games. The emphasis will always be on riding safely and being in control.

Skill development

Entry Pass: Ask students to choose a skill covered in Safe Cycle so far and verbally explain to a partner what the skill is, where and when a rider would use it and some key points about implementing the skill.

⚠️ 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.

Activity 1

Teacher leads students through the pre-selected games – see *Bike Games Lanyard*.

Activity 2 Invent your own game!

1. Students work in pairs to invent a bike game that requires students to use the skills they have learnt throughout Safe Cycle. The game should involve all class members (i.e. Bike riders and non-bike riders).
2. Demonstrate the game to the class.
3. Select the top 3 games to play.
4. Reflect on the game and discuss how you could change/improve the game.

Reflection

Facilitate a group discussion on the activity:

- What worked/didn't work?
- Which game was your favourite? What bike skills did it require you to use the most?
- How could we change/ improve any of the games?

Safe Cycle licence competencies

Record on the 'Student Competency Checklist' which students demonstrated the following skills:

- Use safe cycling skills to participate safely in a variety of bike games

Lesson 9: Finale! Circuit riding and/or a Bike-a-thon!

i Learning Intentions

We are learning to:

- Participate in activities that promote safe cycling.

✓ Success Criteria

- I can use skills learnt through Safe Cycle to ride safely within the school ground
- I can work cooperatively with others

🔗 Australian Curriculum HPE Links Content Descriptors

- Describe strategies to make the classroom and playground healthy, safe and active space (ACPPS040)
- Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)
- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Adopt inclusive practices when participating in physical activities (ACPMP048)

Refer to introduction, Table1: Safe Cycle year 3&4 achievement standard rubric for further details

Equipment and preparation

- Bikes and helmets
- Safe Cycle safety first worksheet
- Student competencies checklist
- Risk assessment
- Permission notes
- Mark route as required
- Safe Cycle licences for students

Tuning in

In this lesson you will have the opportunity to apply all the skills covered in the Safe Cycle program. We will be using the ride route we previously designed. The emphasis will always be on riding safely and being in control.

Explain the rules for ride:

- We will be riding at the speed of the slowest rider
- If one person stops, we all stop
- Ride in single file
- You may double up to overtake in the designated double up zones only
- Remember to keep at least two bike lengths between you and the rider in front of you
- If the whistle sounds at any stage, you are to stop immediately and wait for further instructions

OPTIONAL: Bike-a-thon Prior to ride date

If a Bike-a-thon event has been organised, practise the circuit leading up to the event.

Follow your school's procedures and risk management protocols for organizing a school event.

1. Risk Assessment and Management Plan

- Complete appropriate risk management plan and have it signed off prior to the ride date

2. Bike equipment

- Each child will require a bike and helmet. Students who do not have access to a bike at home will be able to use school bikes and helmets if available

3. Permission note

- Send a permission note home to parents/carers at least two weeks prior to the Bike-a-thon date. Don't forget to ask for Volunteers if you want some helpers on the day.

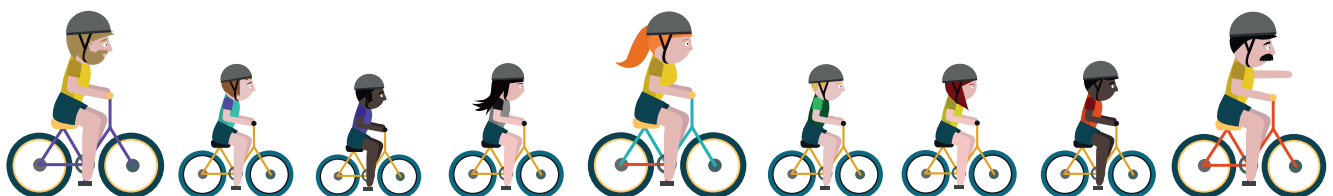
4. Staffing

- Ensure you have appropriate staffing levels for the event.

Safe Cycle licence competencies

- Provide opportunities for all students to demonstrate licence competencies to maximise success and sense of accomplishment for the whole class.
- Celebrate completing the Safe Cycle program, with a presentation of student licences.

⚠️ Remember Safety First





Suggestions and extension activities

Hesitant Rider Suggestions

These are suggestions to help riders not yet at the expected skill level to build their confidence.

- Lower the seat, enabling the rider to put both feet flat on the ground while seated. As rider's confidence increases gradually raise the seat.
- Use balance bikes instead of pedal bikes. You could remove the pedals from a bike if you don't have balance bikes.
- Place riders in like ability groups.
- Use assistants/helpers/peer mentors (if available) to provide 1:1 instruction.
- Use grass areas instead of asphalt.

Bike Games to build confidence and skills

The Safe Cycle Bike Games resource has over 20 different bike games that you can choose from and tailor to meet the skill levels of your students.

Confident Rider Challenge Activities

Challenge activities are ways for the teacher to easily increase the activities' challenge. These may be introduced to better meet the skill level of students or to engage students for longer periods without needing to change the activity set up.

With all of these activities, after a couple of successful loops, ask students to change direction and repeat.

1. Speed up / slow down

Ask students to speed up, slow down and to stop at different times.

This will help build the students' skills to observe and react to other people around them.

2. One hand

- Ask students to take one hand of the handlebars.
- As students ride by you ask them to give you a high five, adjust your hand height so students have to reach up, down or out to give the high-five.

This is good practice for hand-signalling.

3. Doubling up

- Doubling up is when riders switch from single file to side by side with two across.
- The first time pairing up, set pairs.
- For additional times, let students work it out themselves as they are riding.
- This will help them build their communication skills whilst riding and their ability to react to other peoples' actions around them.

Doubling up is a useful skill for when you are leading class rides outside the school.

There will be times you want students to ride side by side, so as to keep your group closer together.

4. Slalom

- Set up a row of cones a few metres apart.
- As students ride through this section ask them to swerve left right around the cones.
- To increase the challenge level, bring the cones closer together.
- To further increase the challenge level ask students to slalom around the cones whilst paired up.

5. Advanced cornering skills

Ask students to have their inside pedal up when cornering.

© 2019 ACT Health

This work is copyright. Apart from any use as permitted under the Copyright Act 1968, the work may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgement of the source. It is not for commercial use or sale. Reproduction for purposes other than those indicated above, or not in accordance with the provisions of the Copyright Act 1968, requires the written permission of ACT Health.

Enquiries should be made in writing to:

ACT Health
PO Box 825
Canberra ACT 2601
Ph: (02) 6205 1452
Email: healthpromotion@act.gov.au

Disclaimer

This material is provided on the basis that it constitutes advice of a general nature only and on the basis that ACT Health will not be liable for any loss or damage occasioned from use (either directly or indirectly) of this material no matter howsoever such loss or damage is caused.

Accessibility

The ACT Government is committed to making its information, services, events and venues as accessible as possible. If you have difficulty reading a standard printed document and would like to receive this publication in an alternative format please phone 13 22 81.



If English is not your first language and you require the Translating and Interpreting Service (TIS), please call 13 14 50. For further accessibility information visit <http://www.health.act.gov.au/accessibility>



RIDE or
WALK
to school