



# Learn to Balance

## Session Plans

### Session 1

**Session Objectives** – By the end of the session all riders will be able to:

- Understand the importance of wearing a helmet and fit own helmet
- Mount and dismount bike safely
- Manoeuvre a bike around a course using a variety of footwork patterns

|                          |          |             |           |                 |           |
|--------------------------|----------|-------------|-----------|-----------------|-----------|
| <b>Number of riders:</b> | Up to 10 | <b>Age:</b> | 4 years + | <b>Ability:</b> | Beginners |
|--------------------------|----------|-------------|-----------|-----------------|-----------|

|           | <b>Activity</b>  | <b>Time</b> |
|-----------|--|-------------|
|           | <b>Before session</b> <ul style="list-style-type: none"> <li>● Complete or review risk assessment</li> <li>● Set up course</li> </ul>  | 15 mins     |
| <b>1.</b> | <b>Introduction</b> <ul style="list-style-type: none"> <li>● Outline session objectives for today (see above)</li> </ul>   | 5 mins      |
| <b>2.</b> | <b>Activity 1 - Wearing a Helmet</b>   | 5 mins      |
| <b>3.</b> | <b>Activity 2 - Mount/dismount a bike</b>  | 10 mins     |
| <b>4.</b> | <b>Activity 3 - Introducing Balance</b>  | 35 mins     |
| <b>5.</b> | <b>Closing</b> <ul style="list-style-type: none"> <li>● Praise riders for their efforts during session</li> <li>● Ask questions to check learning.</li> <li>● Tell riders that they will be learning about how to steer their bikes during the next lesson.</li> </ul> | 5 mins      |

## Session 2

**Session Objectives** – By the end of the session all riders will be able to:

- Steer bike around a variety of corners
- Glide with feet up

|                          |          |             |           |                 |           |
|--------------------------|----------|-------------|-----------|-----------------|-----------|
| <b>Number of riders:</b> | Up to 10 | <b>Age:</b> | 4 years + | <b>Ability:</b> | Beginners |
|--------------------------|----------|-------------|-----------|-----------------|-----------|

|    | <b>Activity</b>   | <b>Time</b> |
|----|---|-------------|
|    | <p><b>Before session</b></p> <ul style="list-style-type: none"> <li>• Review risk assessment</li> <li>• Mark out course (see diagram 2.1 on page 8/9)</li> <li>• Greet children and their parents when they arrive.</li> </ul>  | 15 mins     |
| 1. | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Welcome everybody back</li> <li>• Take register (1)</li> <li>• Ask riders if they can remember what skill we are going to focus on today?</li> <li>• Outline session objectives for today (see top of page)</li> <li>• Check riders helmets still fit securely.</li> </ul>  | 5 mins      |
| 2. | <p><b>Recap</b></p> <p>Ask riders to spread out with their bikes laid down on the ground. Remind riders of the key coaching points for <b>mounting</b> (1) and <b>dismounting</b> (2) their bikes.</p> <p>Challenge riders to demonstrate how to mount and dismount their bikes. Repeat twice</p>   | 5 mins      |
| 3. | <p><b>Developing Balance</b></p> <p>Riders to line up at start of course. Show children that the course has changed from session 1 (see diagram 2.1). Remind riders of safety points (3)</p> <p>Ask riders to name the 3 movement patterns that we learned about in session 1 (small steps, long strides, two footed pushes). Explain or demonstrate each.</p> <p>Riders to ride around course practising <b>long strides</b>. (4). Repeat 2-3 times</p> <p>Riders to ride around the course practising <b>two footed pushes</b>. Repeat 2-3 times.</p> | 10 mins     |

|           |  |         |
|-----------|--|---------|
|           | <p>Riders to ride around course using either long strides or two footed pushes, and practising lifting both feet up off the ground to <b>glide</b>. (5)</p> <p>Challenge riders to glide for as long as they can.</p>  |         |
| <b>4.</b> | <p><b>Steering</b><br/>Children to line up at start of course. Ask children how we steer our bikes? (6)</p> <p>Riders to steer their bikes in and out of the orange cones (5 steps apart) like a snake not touching any cones. (diagram 2.2 on p8/9). (7)</p>  | 10 mins |
|           | <b>Drinks/snack break</b>  | 1 min   |
| <b>5.</b> | <p><b>Steering (continued)</b><br/>Move the orange cones closer together (4 steps apart) to make the corners harder. Highlight to riders that the corners are closer together. Ask riders to ride around the course.</p> <p>Riders to line up at start of course. Off set the cones (1 stride) to create a slalom (see diagram 2.4) to challenge rides further. (8)</p>  | 14 mins |
| <b>6.</b> | <p><b>Minefield Game</b><br/>Lay approximately 10 small cones (same colour) on the course as shown in diagram 2.3.</p> <p>Explain to riders that the cones are land mines and that their challenge is to steer their bike through the minefield without touching any of the mines (with tyres or feet). Otherwise the will explode.</p> <p>Riders to ride around the courses as before but avoiding the mines when they reach them. (9)</p> <p>Once all riders have completed two laps, add more mines to make it harder.</p> <p>Add further mines to really challenge the riders.</p> | 10 mins |
| <b>7.</b> | <p><b>Closing</b><br/>Ask riders to line up at the start of course.</p> <p>Praise riders for their efforts during session</p> <p>Challenge riders to practise the skills they have learned today between now and the next session.</p>   | 5 mins  |

|  |  |
|--|--|
| Tell riders that they will be learning about how to use their brakes to slow down and stop their bikes during the next lesson. |  |
| Dismiss riders to a parent/guardian  |  |

### Diagram 2.1

### Diagram 2.2

### Diagram 2.3

### Diagram 2.4

## Session 3 of 4 – Braking

**Session Objectives** – By the end of the session all riders will be able to:

- Use brakes to slow down and stop bike
- Glide with feet up whilst steering and breaking

|                          |          |             |           |                 |           |
|--------------------------|----------|-------------|-----------|-----------------|-----------|
| <b>Number of riders:</b> | Up to 10 | <b>Age:</b> | 4 years + | <b>Ability:</b> | Beginners |
|--------------------------|----------|-------------|-----------|-----------------|-----------|

|    | Activity  | Time    | Coaching Points   |
|----|---|---------|---|
|    | <b>Before session</b> <ul style="list-style-type: none"> <li>• Review risk assessment</li> <li>• Mark out course (see diagram 3.1 on page 12/13)</li> <li>• Greet children and their parents when they arrive.</li> </ul>   | 15 mins |   |
| 1. | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Welcome everybody back</li> <li>• Take register</li> <li>• Ask riders if they can remember what skill we are going to focus on today?</li> <li>• Outline session objectives for today (see top of page)</li> <li>• Check riders helmets still fit securely.</li> </ul> | 5 mins  |   |
| 2. | <b>Recap</b><br>Ask riders to spread out with their bikes laid down on the ground. Ask riders to demonstrate how they have learned to mount and dismount their bikes. Repeat twice (1) (2)  | 3       | <i>(1) To mount bike</i> <ul style="list-style-type: none"> <li>• Start with bike laid on ground with chain facing up</li> <li>• Stand to the left of the bike.</li> <li>• Bend knees and hold on to both grips with hands.</li> <li>• Straighten legs to lift bike.</li> </ul> |

|           |  |         |   |
|-----------|--|---------|---|
|           |  |         | <ul style="list-style-type: none"> <li>● Swing leg around the back of seat to mount bike.</li> </ul> <p>(2) <i>To dismount bike</i></p> <ul style="list-style-type: none"> <li>● Swing leg back behind the seat to dismount.</li> <li>● Bend knees to lay bike down on the ground gently keeping both hands on grips.</li> </ul>  |
|           | Riders to steer their bikes in and out of the orange cones (5 steps apart) like a snake not touching any cones. (diagram 2.2 on pxxx).   |         |   |
| <b>3.</b> | <p><b>Practising Balance</b></p> <p>Riders line up at start of course. Show children that the course is the same as last session (see diagram 2.1). Remind riders of safety points (3)</p> <p>Riders to ride around course practicing <b>long strides or two footed pushes</b>. Riders to steer their bikes in and out of the orange cones (4 steps apart) like a snake not touching any cones. Repeat 2-3 times</p> <p>Challenge riders to build up their speed between the blue cones and glide for as long as they can. Repeat 2-3 times.</p> <p>Ask riders to count how long they can glide for. Challenge riders to beat their last time. (Don't compare riders' times to each other).</p> <p>Support any riders who are not able to glide confidently (4).</p> | 12 mins | <p>(3) <i>Safety Points</i></p> <ul style="list-style-type: none"> <li>● Riders must follow the course at all times.</li> <li>● All riders must ride in same direction.</li> <li>● Always look where you are going when cycling.</li> <li>● Give other riders plenty of space.</li> </ul> <p>(1) <i>Gliding</i></p> <ul style="list-style-type: none"> <li>● Ride at a medium speed (not slow as harder to balance)</li> <li>● Look where going</li> <li>● Put feet down when lost balance</li> </ul> |
| <b>4.</b> | <p><b>Braking</b></p> <p>As riders to line up at start of course. Lay out 2 small red cones to create a stop line (see diagram xx)</p> <p>Highlight to riders that you have added a red box/line to the course. Ask them what</p>  | 14 mins |   |

|           |   |         |  |
|-----------|---|---------|--|
|           | <p>red means on traffic lights? Tell them that this will be our stop box/line.</p> <p>Explain to riders how we use our brakes to slow down and stop our bike. (5)</p> <p>Riders to ride around course and using their brakes to slow down and stop the front wheel of their bikes on the stop line. Repeat 4-5 times. Help riders to understand when and how hard they need to pull on their brakes to stop on the line.</p>  |         | <p>(2) <i>Breaking</i></p> <ul style="list-style-type: none"> <li>● <i>Pull both brake levers to make brakes work</i></li> <li>● <i>Pull brakes "Nice and gently" not "hard". We don't want the bike to stop too sharply.</i></li> </ul> |
|           | <b>Drink/snack break</b>  | 1 min   |  |
| <b>5.</b> | <p><b>Breaking (continued)</b></p> <p>During the break add a second stop line to the course.</p> <p>When children have finished their break ask them to line up at start of course. Highlight that you have added a second stop line and challenge them to use their brakes to stop on both lines.</p> <p>Use two green cones to create a line approx. two paces before each stop line.</p> <p>Ask riders what the green light means on traffic lights. This is our "Go" line. Riders to glide from go line and use brakes to stop on stop line (6). Repeat 4-5 times.</p> <p>Move go line back 1-2 paces to make harder.</p> | 10 mins | <p>(3) <i>Braking - Ensure that riders are using their brakes to stop and not their feet.</i></p> <ul style="list-style-type: none"> <li>● <i>Glide</i></li> <li>● <i>Brakes on</i></li> <li>● <i>Feet down</i></li> </ul>               |
| <b>6.</b> | <p><b>Traffic Light Game</b></p> <p>Clear away existing course and set up a square approx. 10 by 10m (see diagram xx)</p> <p>Explain to riders that the game takes place inside the box. When the instructor calls out instructions riders should undertake them;</p> <ul style="list-style-type: none"> <li>● Amber = Ride around inside of box using long strides/two footed pushes</li> </ul>  | 10 mins |  |

|    |   |        |   |
|----|---|--------|---|
|    | <ul style="list-style-type: none"> <li>● Red = Use breaks to stop</li> <li>● Green = Glide</li> </ul> <p>Highlight safety points to riders before game begins. (7)</p> <p>Speed up instructions as riders get used to game.</p>   |        | <p>(4) <i>Safety Points</i></p> <ul style="list-style-type: none"> <li>● <i>Riders must look where they are going at all times.</i></li> <li>● <i>No bumping into other riders.</i></li> <li>● <i>Stay inside box</i></li> </ul>  |
| 7. | <p><b>Closing</b></p> <p>Ask riders to line up at the start of course. Praise riders for their efforts during session</p> <p>Challenge riders to practise the skills they have learned today between now and the next session.</p> <p>Tell riders that they will be learning about pedalling during the next lesson (Pedal Day!). Ask riders/parents to remember to bring their pedals to the next session. Ask them to put pedals back on the bike if they feel comfortable to do so. If not, the instructor can do it for them before the next session starts. (8)</p> <p>Dismiss riders to a parent/guardian</p> | 5 mins | <p>(5) <i>Putting pedals on bike</i></p> <ul style="list-style-type: none"> <li>● <i>Pedals have opposite thread on. Pedals tighten in different directions.</i></li> <li>● <i>Pedals have an "L" or an "R" stamped on the axle to indicate which side it goes on.</i></li> <li>● <i>Turn the spanner up and back to tighten the pedals.</i></li> </ul> |

## Session 4 of 4 – Pedalling

**Session Objectives** – By the end of the session all riders will be able to:

- Ride a bike with pedals independently
- Set off unaided

|                          |          |             |           |                 |           |
|--------------------------|----------|-------------|-----------|-----------------|-----------|
| <b>Number of riders:</b> | Up to 10 | <b>Age:</b> | 4 years + | <b>Ability:</b> | Beginners |
|--------------------------|----------|-------------|-----------|-----------------|-----------|

|  | <b>Activity</b>  | <b>Time</b> | <b>Coaching Points</b>  |
|--|--|-------------|---|
|  | <b>Before session</b> <ul style="list-style-type: none"> <li>● Review risk assessment</li> <li>● Mark out oval course (see diagram 4.1 on page xxx)</li> <li>● Greet children and their parents when they arrive.</li> <li>● Ensure that all riders have their pedals fitted to their bike.</li> <li>● Fit any that need to be (15mm spanner)</li> </ul> | 15 mins     | <ul style="list-style-type: none"> <li>● Ask riders to keep their feet on the ground and not to try to pedal until the start of the lesson.</li> <li>● Any accidents at this point could knock confidence.</li> </ul> |
|  | <b>Introduction</b> <ul style="list-style-type: none"> <li>● Ask riders to line up on a line outside or inside the course (not on the course)</li> <li>● Welcome everybody back</li> <li>● Take register</li> <li>● Highlight the different course that we will be using today.</li> </ul>   | 5 mins      | <ul style="list-style-type: none"> <li>●</li> </ul>   |
|  | <b>Recap</b> <ul style="list-style-type: none"> <li>● Outline to riders that we have learnt almost all of the skills that we need to ride a bike;               <ul style="list-style-type: none"> <li>○ Balancing</li> <li>○ Steering</li> <li>○ Braking</li> </ul> </li> </ul>   |             | <ul style="list-style-type: none"> <li>● Don't make a big deal of learning to ride with pedals</li> <li>● Just make it feel like learning any of the other skills</li> <li>●</li> </ul>                               |

|    |   |  |  |
|----|---|--|--|
|    | <ul style="list-style-type: none"> <li>● All we need to learn now is how to pedal</li> </ul>  |  |  |
| 1. | <p><b>Pedalling</b></p> <ul style="list-style-type: none"> <li>● Choose a strong rider to demonstrate. Ask them to line up on the course so others can see them.</li> <li>● Explain that instead of pushing the bike forward with our feet it is much easier to turn the pedals round to make the bike go forwards.</li> <li>● We must turn the pedals forward to move the bike forwards. If we turn them backwards, nothing will happen. If we want to keep going forward we must keep turning the pedals around or we will lose speed and have to put our feet down.</li> <li>● Remind riders that we should look where we are going when riding and leave plenty of space between us and other riders.</li> <li>● Demonstrate with the strong rider (1 lap) to show other riders what they will be doing.</li> <li>● Give each rider the opportunity to have a go (1 lap each). Two coaches helping a different child each.</li> </ul> |  | <ul style="list-style-type: none"> <li>● Hold rider under their armpits</li> <li>● Help the rider to get going and up to a speed where they can balance comfortably (don't expect them to get going themselves).</li> <li>● Once up to speed, ask them to put both feet on the pedals and turn them forwards.</li> </ul>   |
| 2. | <p><b>Starting/setting off</b></p> <ul style="list-style-type: none"> <li>● Ask riders to line up</li> <li>● Select another strong rider (not the one used for earlier demonstration)</li> <li>● Explain that there are three parts to a good start: <ul style="list-style-type: none"> <li>○ Ready position</li> <li>○ Big push down</li> <li>○ Start pedalling</li> </ul> </li> <li>● Ask the selected rider to demonstrate a start, then complete a full lap. Coach to talk them through it and support them.</li> <li>● Line up other riders on the course (one behind the other)</li> <li>● Give each rider the opportunity to practise a start and then complete a lap and join back of the line.</li> </ul>  |  | <ul style="list-style-type: none"> <li>● <b>Ready position</b> - Set up bike with: <ul style="list-style-type: none"> <li>○ both wheels facing where we want to go</li> <li>○ Pull one pedal up so it is higher than the other (45 degrees)</li> <li>○ Put one foot on the ground and one foot on the high pedal</li> </ul> </li> <li>● <b>Big push down</b> - Push down hard on the high pedal in order to make the bike go forward. Push down hard enough to give them enough time to get their other foot on and begin</li> </ul> |

|           |  |        |  |
|-----------|--|--------|--|
|           | <ul style="list-style-type: none"> <li>Practice until all riders can start independently.</li> </ul>   |        | <p>pedalling before the bike slows down and they have to put their feet down.</p> <ul style="list-style-type: none"> <li><b>Start pedalling</b> - Once both feet are on pedals, begin pedalling and ride off.</li> <li>Coaches should initially support riders under arm pits to help them get up to speed.</li> <li>As riders build confidence, coaches should help less and eventually not support riders at all so they can do it independently.</li> </ul> |
| <b>3.</b> | <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>Ask riders to line up</li> <li>Congratulate them for their hard work</li> <li>Ask them to put their hand up if they are proud of themselves? Ask parents to put their hands up if they are proud of their child?</li> <li>Hand out certificates to each child (clap each child when you read out their name)</li> <li>Give out Little Riders stickers</li> <li>Take group photo (don't include any riders who haven't given consent)</li> </ul> | 5 mins |  |
| <b>4.</b> |  |        |  |



