

Balanceability Bike Lesson Plans

For Schools who have their own balance bikes



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What is Balanceability?

Balanceability uses balance bikes, which are bikes with no pedals. Children use their feet to maintain balance and to push themselves off. The bikes are easy to ride and are perfect for those who aren't ready for pedals just yet. Balance bikes develop motor skills, spatial awareness, balance, agility, core strength and co-ordination. They also help to increase and maintain children's confidence as they are in control of the bike.

You will need your own balance bikes.

Suggested Format:

- indoor or outdoor,
- 30-45min sessions
- 6 pupils per session(only applicable to non-riders)
- Suggested age range FS2, KS1. (Years: reception, 1 and 2).

Objective of the sessions:

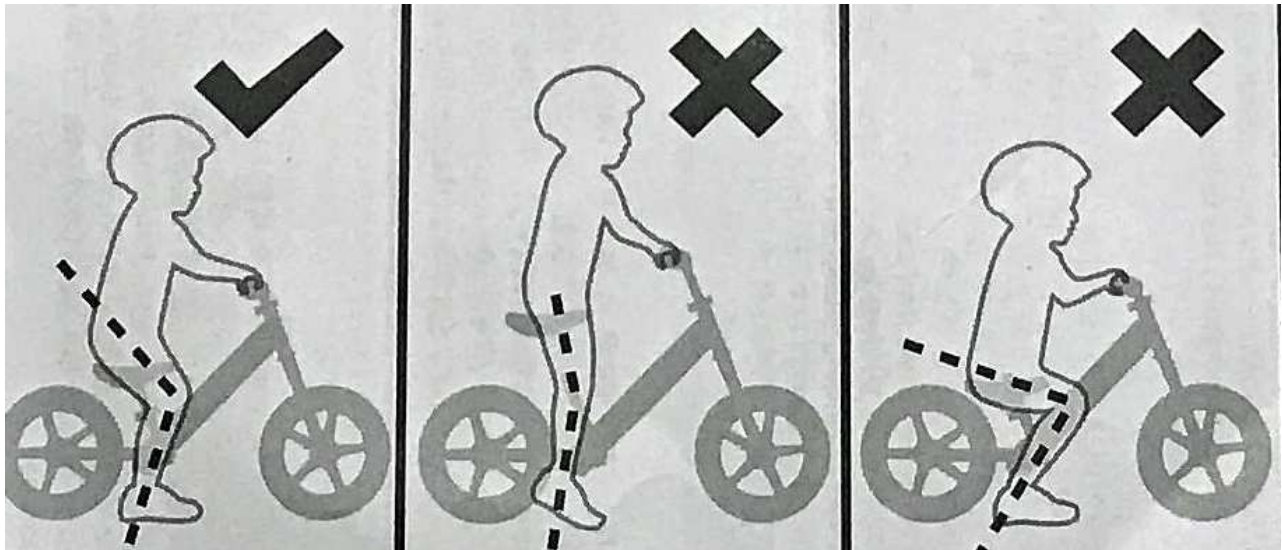
To give the opportunity for non-riders to experience two wheels with the aim of them achieving balance stimulated through games and exercises.

Equipment needed:

- 1 bike per pupil
- Balance bikes with brakes.
- Helmets
- Cones and whistle

Session Aims: To improve pupil's confidence and stability when riding their balance bike. By the end of the session pupils should also have the skills and understand the importance of scooting safely on the pavement.

Example Lesson Content	Teaching Points
<p>Collect Balance bikes : Children to walk and wheel balance bikes to activity area using appropriate pedestrian route through school grounds</p>	<p>Highlight the importance of them listening a) for safety b) to complete session</p>
<p>Introduction: 5 minutes Give a quick outline of what they will be doing during the session. Person safety check – shoes, trousers/skirts, coats, gloves and helmet. Balance bike safety check - wheels spin freely, all bolts secured, no missing parts, identify brake mechanism and test.</p>	<p>Highlight the importance of them listening a) for safety b) to complete session</p>
<p>Warm Up : 10 minutes Create a circle using markers, get pupils to scoot around the circle staying one behind the other. Not bumping or overtaking. This gives a good opportunity to assess the ability of the group. Introduce whistle, when blown pupils must stop scooting. Repeat until pupils are scooting around circle freely and stopping safely. Introduce the use of the brake in stopping. Reduce the size of the circle if there is time and you feel the group competent.</p>	<p>Encourage pupils to watch what is going on in front of them. Highlight importance of listening and stopping quickly and safely. Encourage pupils to keep moving</p>
<p>Snake Game : 5 minutes Pupils form a line one behind the other, trainer to lead on first go. Move around the playground 'snaking' and varying speed depending on the ability of the group. Slow down to stop using brakes. Let one or two members of the group lead, depending on time and ability.</p>	<p>Get pupils to raise one arm and show how a snake moves. Explain that's aim of next game and highlight again observation. Highlight no gaps and no bumping!</p>
<p>Skills Course : 20 minutes Split group evenly dependant on ability or type of balance bike. Pupils to complete the course one at a time. Lay out initial course using cones whilst explaining what they will be doing. (see reverse of sheet)</p> <p>Pupils will zigzag through the three round markers, scoot to and around the square marker and scoot straight up to and stop between the triangles markers. Add two further cones and make gaps between cones smaller. Pupils to zigzag through round markers scoot to and around square marker and straight up to and stop between triangle markers. Add two additional cones (see diagram C) just wider than a balance bike. Pupils to zigzag through round markers, scoot to and around square marker and straight up to and through diamond markers remembering to stop between triangle markers. Lastly add two cones balance bike width apart to make a short corridor (see diagram D). Pupils to zigzag through round markers, scoot to and around square marker. On reaching first diamond marker, pupils to push and raise one leg until passing through second diamond marker. Scoot on remembering to stop between triangle markers. The 'Super Looper!' if you have time get both groups to line up together, they begin at the end of one course moving through the whole course and finishing at the end of the second course!</p>	<p>Make it clear it is not a race!</p> <p>Discuss speed i.e. less speed more control.</p> <p>Demonstrate large turns round objects = less chance of falling off.</p> <p>Demonstrate small handlebar movements to move around cones= less chance of falling off.</p> <p>Demonstrate use of brake to slow down and stop balance bike</p> <p>Highlight importance of stopping quickly and safely.</p> <p>Discuss leg raise and practising balance.</p>
<p>Session End : Praise pupils for completing the training and good listening.</p>	<p>Ask pupils to push balance bikes back to parking area.</p>



All balance bikes are different, but the bike must be the right size for the child

Key safety points to check on all balance bikes you have:

- It has a brake
- The wheels spin freely and are attached securely
- The handle bars turn and are attached securely
- All bolts and quick releases are complete and secure
- The folding mechanism is locked in riding position
- There are no parts missing or badly damaged

To do the lesson

Well in advance...

- Book the area you want to use for the sessions
- Plan who will assist with the sessions
- Ask pupils to bring in their cycle helmets

A few days before...

- Organise your groups for the day and let school colleagues know what is happening and when
- Check the area you plan to use is in good condition – any issues contact the trainer.
- Make sure children know where they are going to park their balance bikes
- Remind children to bring coat/gloves or sun cream/sunhat depending on weather forecast
- Collect marker cones and any other equipment you plan to use
- Check the condition of your balance bikes

On the day...

...

- Make sure you have enough bikes for the group
- Make sure everyone has a cycle helmet

GENERIC RISK ASSESSMENT – Balance Bike Training

HAZARDS (e.g. what might go wrong) (including lack of / inadequate arrangements)	WHO MIGHT BE HARMED?	EXISTING CONTROL MEASURES	Write yes if in place, No if not (or N/A)	If 'No' state the action to be taken with timescales or indicate any additional control measures, or other comments	RESIDUAL RISK RATING High, Medium, Low
Child falling	Pupils	<ul style="list-style-type: none"> • Normal school First Aid and emergency procedures are in place and available • 	Yes		low
Hazard on/around teaching area	Pupils School Staff Trainer	<ul style="list-style-type: none"> • Written specific risk assessment completed for teaching area • Supervision arranged to meet school legal requirements • Gradient of teaching area to be assessed and session laid out appropriately • Ongoing assessment by leader at start and during activity • School emergency and first aid procedure to be followed in event of any injuries • Children to walk balance bikes to and from the training site in single file • Correct pedestrian access routes to be used at all times 	Yes	Site specific risk assessment to take place on day of training.	low
Mechanical fault	Pupils	<ul style="list-style-type: none"> • Balance bikes are subject to inspection by session leader. Unsuitable or unsafe balance must not be used. • Information to parents stating standards required where not met. 	Yes		low
Group control	Pupils School Staff Trainer	<ul style="list-style-type: none"> • Groups to be planned in advance and supervised at all times • Additional adult required for session and further staff needed for children who normally receive support 	Yes		low
Lack of control of balance bike	Pupils School Staff Trainer	<ul style="list-style-type: none"> • Clear physical boundaries given and enforced • Clear instructions given before each new skill is introduced • Gain confirmation that instructions have been understood • All bikes used will have brakes 	Yes		medium
Changes in weather conditions	Pupils	<ul style="list-style-type: none"> • If possible planning made for alternative venue or sessions rebooked • parents/carers of need for coats and gloves in cold weather and sun cream and hats in hot weather. 	Yes		low

SPECIFIC RISK ASSESSMENT – Balance bike Training

Date	School	Area to be used for Balanceability	Group Size Pupils: Adults:
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HAZARDS (e.g. what might go wrong) (including lack of / inadequate arrangements)	WHO MIGHT BE HARMED?	EXISTING CONTROL MEASURES	Write yes if in place, No if not (or N/A)	If 'No' state the action to be taken with timescales or indicate any additional control measures, or other	Residual Risk Rating High, Medium, Low

ON GOING RISK ASSESSMENT Have leaders been instructed to carry out on-going risk assessments throughout the activity e.g. regarding changes to weather, illness, behaviour or accidents?	Tick when completed
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TRAINERS COMMENTS (if any):	SIGNED	DATE
HEAD TEACHER APPROVAL:	SIGNED	REVIEW DATE
COMMENTS:		

Balance Bike Training

Dear Parents/Carers,

We are pleased to be able to offer Balanceability training to the children in Years **XX and XX**. The sessions will take place on **XXXXXXday** the **XXth** of **MONTH**. The training will take place on either the school playground or in the sports hall during the school day.

The aim of the sessions are to help pupils develop their basic balance bike control and handling skills and prepare them for riding a standard two wheeled bike unsupported. These skills are important to develop awareness when scooting on pavements with pedestrians and when crossing roads.

Balance Bikes used are the property of the school, your child does not need to bring a bike.

Sessions can be either inside or outside so your child may need **a coat and gloves or sun protection** depending on the weather.

If you would NOT like your child to take part in a Balanceability session or they ride already please complete the slip below and return it to your child's class teacher by **XXXXXXday the XXth of MONTH**. If you have any questions about the Balanceability training please ask your child's class teacher for more details.

Best Wishes

XXXXXXXXXXXXXXXXXX

Child's name _____

Class _____

I would not like my child to take part in a 'Balanceability' training session

I will ensure that my child is appropriately dressed for the session and
has a cycle helmet.

Signed _____

Date _____

Date of Sessions: _____

Session Leader: _____

Session Assistant: _____

Session	Time	Class and Year Group	Number of Children
1			
2			
3			
4			
5			
6			

Notes: (e.g. medical, behavioural or support needs)

