SKILL-BASED ACTIVITY
Water Bottle Pickup

Timeframe

Adapted and Beginner: N/A
Intermediate: N/A
Advanced: 10-15 minutes

Objectives

At the conclusion of this activity the student will be able to:

1. Demonstrate exceptional or reliable performance of the Water Bottle Pickup as measured by the Water Bottle Pickup rubric. (Psychomotor)
2. Demonstrate exceptional or reliable social behavior as measured by the social behavior rubric. (Affective)

National Standards

Standard 1
Standard 2
Standard 3
Standard 4
Standard 5

Equipment

- Helmets
- Head barriers
- Bicycles
- Bicycle pump
- Allen wrench
- Red floor tape
- Cones, domes, polyspots or chalk to mark riding course
- Cones for Water Bottle Pickup activity
- Water bottles or other equipment students can pick up off a cone (bean bags, yarn balls, tennis balls, etc.)

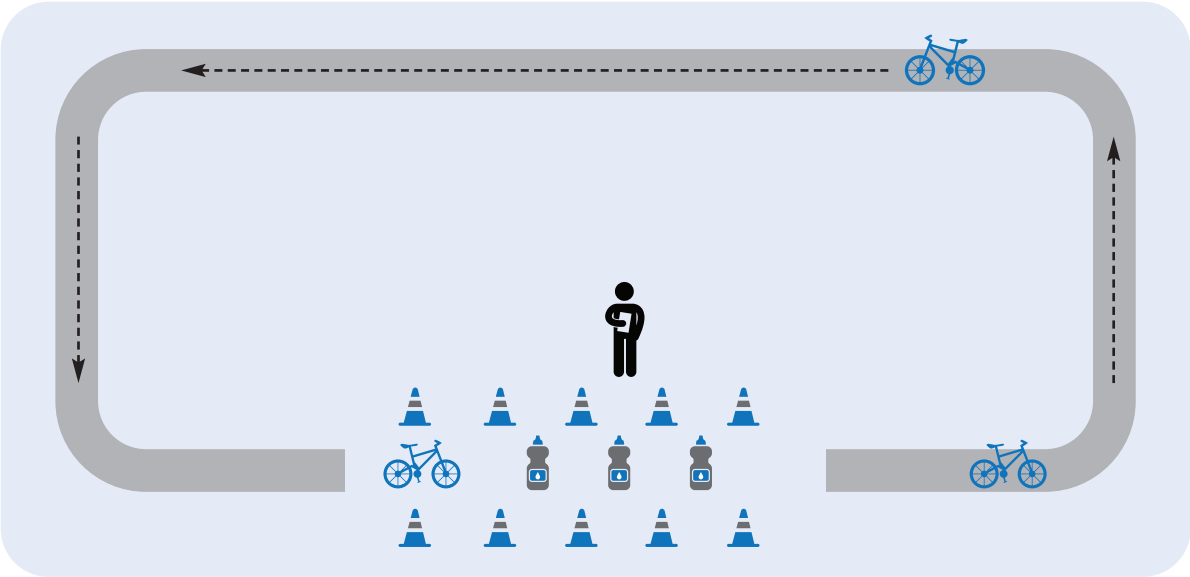
Teacher Overview

This activity is an advanced activity designed to strengthen the key skills of balance and control of the bicycle and the ability to ride at a slow speed. Students will have to lean down to pick up an object while riding. This activity is not recommended for beginner, adapted or intermediate riders.

Preparation

1. Designate a riding course that enables the teacher to see the students at all times. This will enable students to ride throughout the class period, even when they are not performing skills.
2. Set up a "chute" using cones, to indicate where the student will perform the skill and the teacher will conduct the assessment. This area should also serve as a teaching station in which the skill will be demonstrated for the students, and where students will return when instructed.
3. Set up multiple cones of various heights, with a water bottle or another object atop the cone. In a line within the chute.
4. Practice the Water Bottle Pickup before demonstrating to students.

Diagram: Water Bottle Pick-Up Course



Directions

1. Introduce this activity using the following prompt:

   Even advanced level riders should continue to strengthen the key skills of balance and control. The more comfortable you are handling your bicycle, the safer you will be and other cyclists will be when around you. One activity that helps you advance the level of control and balance is the water bottle pickup.

2. Complete the following steps #3-9 if Helmet Fit and ABC Quick Check have not been completed as part of the current day's lesson; otherwise proceed to step #10.

3. Divide students into groups of two or three.

4. Instruct students to fit helmets and have partner(s) check if the helmet is fitted correctly.

5. Instruct students to retrieve bicycles according to number assigned.

6. Instruct one student to complete the ABC Quick Check while the partner observes to ensure that the check was completed properly and to provide prompts if an item was missed. Switch roles.

7. Instruct pairs to proceed to the riding area to meet teacher after students have successfully completed the helmet fit and ABC Quick Check.

8. Inspect helmets and instruct students to proceed on the riding course for the 'Check' of the ABC Quick Check and when finished return to the teaching station.

9. Explain and demonstrate how to perform the Water Bottle Pickup to students in the teaching station reinforcing the following points. Riders should:
   - Ride at a moderate pace.
   - Maintain one hand on the handlebar while bending down to pick up the object.
   - Attempt to pick up only one object at a time.
   - Continue riding and not stop to pickup the object.

10. Alter the activity by having students return the object back to the cone while riding past.

Assessments

1. Assess the performance of Water Bottle Pickup for each student using the following rubric.

PERFORMANCE RUBRIC: WATER BOTTLE PICKUP

Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student is able to pick up a water bottle at a prescribed height consistently; Student maintains balance and control while picking up and/or putting back the water bottle; Student is able to proceed through the course without putting foot on the ground.	Student is often able to pick up a water bottle at a prescribed height; Student maintains balance and control while picking up and/or putting back the water bottle; Student is able to proceed through the course, only putting foot on the ground occasionally.	Student is rarely able to pick up a water bottle at a prescribed height; Student does not maintain balance and control while picking up and/or putting back the water bottle; Student has to stop during course and restart.	Student is unable to pick up a water bottle at a prescribed height, even at a height level with them; Student does not maintain balance and control while picking up and/or putting back the water bottle; Student has to stop during course and restart.

2. Assess the performance of social behavior for each student using the following rubric.

PERFORMANCE RUBRIC: SOCIAL BEHAVIOR

Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student is respectful toward classmates, teacher, & equipment; Student receives and uses feedback from teacher and peers in a courteous manner; Student participates fully, without teacher prompting or supervision; Student is able to work cooperatively and productively with classmates, including during peer assessments; Student perseveres, even through difficult skills/activities, and maintains a positive attitude; Student is committed to learning; Student is committed to engaging in cycling in a safe manner, and keeping all classmates safe during the cycling unit.	Student is respectful toward classmates, teacher, & equipment; Student receives and uses feedback from teacher and peers in a courteous manner; Student participates fully, but needs some teacher prompting and/or supervision; Participates in most class activities at an appropriate and productive level; Student is most often able to work cooperatively and productively with classmates, including during peer assessments; Student is able to work hard and not get frustrated with setbacks; Student is committed to learning; Student is committed to engaging in cycling in a safe manner, and keeping all classmates safe during the cycling unit.	Student may not always be respectful toward classmates, teacher, & equipment; Student may listen to feedback from teacher or peers, but may not attempt and/or have difficulty applying it; Student requires some teacher supervision, but does exhibit some self-control at times; Student demonstrates the ability to work cooperatively and productively with classmates, but may need teacher direction or supervision; Student participates in most class activities; Student is willing to try, but may get frustrated with setbacks, and pout and/or verbalize frustration; Student may fluctuate between riding safely and unsafely at times	Student may struggle with being respectful toward classmates, teacher, & equipment and/or show anger and/or blame others for cycling mishaps; Student does not listen to feedback from teacher or peers, and does not attempt to apply it; Student requires ongoing supervision and does not ride safely; Student may be unprepared and show very little interest in learning or the activity; Student becomes frustrated easily and may quit participating.

Safety

1. Follow the 2-2-2-2 Rule (2 wheels on the ground; 2 feet on the pedals; 2 hands on the handlebars; 2 fingers on the brake levers) while riding the bicycle.

2. Use the rear brake only to stop the bicycle, until the skill level advances to be able to safely use the front brake.

3. Instruct students to ride the bicycles on the designated course and demonstrate the skill components in the "chute."

4. Instruct students to keep at least three-bikes-lenghts between each rider.

Differentiating Instruction

Adapted, Beginner and Intermediate

- Not recommended

Advanced

- Water bottles can be placed on smaller cones, standing or lying on the ground, to increase the challenge and match the skill level of each student.

Best Practices

1. Provide a discreet opportunity and safe environment for students to share information pertaining to their ability and comfort level for riding a bicycle.

2. Always complete the Helmet Fit and ABC Quick Check at the beginning of every class in which the students will be riding. The use of peers/partners to practice, inspect, and correct each other will make the most efficient use of class time and reinforce bicycle safety skills. This should not replace teacher assessment.

3. Review the three-bicycles-length rule to promote safe riding. The three-bicycles-length rule is a reminder of keeping a safe distance between cyclists while riding single-file. To help maintain proper spacing, have a marker on the course that allows students to see when it is their turn to go. When the first rider gets to the marker, the next student may start riding.