SKILL-BASED ACTIVITY
Signaling

Timeframe

Beginners: 5-7 minutes
Intermediate: 5 minutes
Advanced: 5 minutes

Objectives

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

1. Demonstrate exceptional or reliable performance of signaling as measured by the signaling 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

Equipment

- Bicycles
- Helmets
- Head barriers
- Allen wrench
- Cones, domes, polyspots or chalk to mark riding course
- Red floor tape
- *Hand Signals* handout

Teacher Overview

This activity has students practicing hand signals while riding a bicycle. This skill will require students to ride with one hand while signaling and therefore will require a good deal of balance.

Preparation

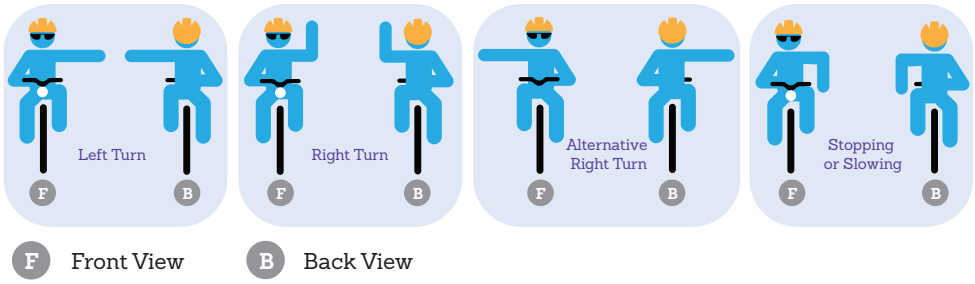
1. Designate a riding course that enables the teacher to see the students at all times. This will enable students to ride throughout the class period, even when they are not performing skills.

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.

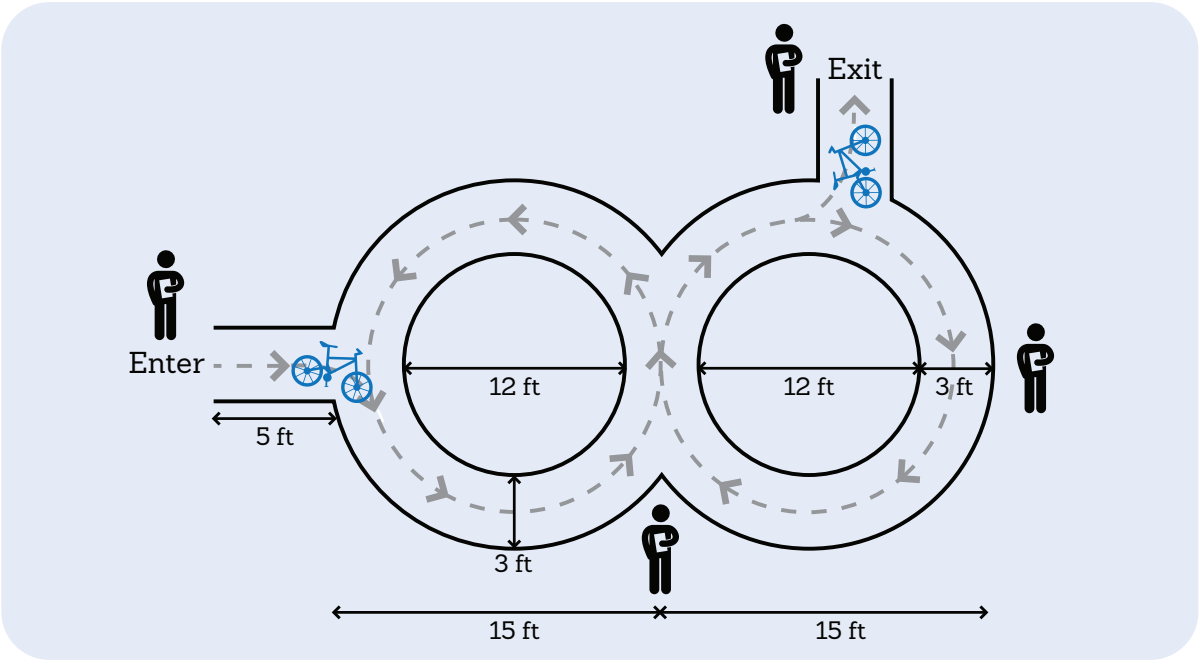
3. If bicycles have both front and rear brakes: Wrap the left handle of the bicycle with red floor tape to discourage students from using the front brake, until proper braking skill is taught.

4. Practice signaling before demonstrating to students.

Hand Signals



Signaling Course



Directions

1. Introduce this activity using the following prompt:

   Now we are going to learn how to signal turning and stopping while riding a bicycle. Signals help other road users (drivers, riders and pedestrians) know your intentions when riding. Using hand signals to indicate turning requires being able to ride the bicycle with one hand – it takes skill and practice. As a vehicle on the road, bicyclists are required by law to signal to other bicycle riders or motor vehicles. Like scanning, using hand signals and maintaining a straight line while bicycling, takes practice. It is also important to verbalize signals, when riding with other bicyclists, so when signaling a stop, the cyclists should also call out "stopping."

2. Use the following sample questions to prompt students' thinking about the content in this activity.

Q: How do drivers of cars signal other drivers of their intentions?
A: With blinkers

Q: Early cars did not have blinkers, so how did drivers signal back then?
A: With hand signals, out the driver's side window

Q: What if a modern-day car's blinker lights are broken? How should the driver signal?
A: The driver should use hand signals

Q: What is the signal for a left turn?
A: Left arm out and parallel to ground, pointing left

Q: What is the signal for right turn?
A: Left arm out, parallel to the ground, elbow bent and hand pointing up

Q: What is the signal for stopping?
A: Left arm out, parallel to the ground, elbow bent and hand pointing down

Q: Why should signals be used when bicycling?
A: Responses can include:

- Bicycles are considered vehicles and must abide by traffic laws
- Signals let others know what a bicyclist intends to do

3. Practice hand signals with students, with them standing next to their bicycles as a group.

4. Instruct students to begin riding the designated course with a Power Start.

5. Instruct students to remain seated upon entering the chute, use their left hand to perform the three hand signals one right after another - right, left and stop - while staying within the boundaries of the chute.

6. Provide *Hand Signal* handout for take home (optional)

In some states it is legal to signal a right turn by using the right hand to point to the right, similar to the left turn signal. However, this practice is questionable among many safe bicycle advocates for several reasons. The driver of a motor vehicle is more likely to notice the signal made on the left side because it is being made on the driver's side of the vehicle. Many advocates feel bicyclists should use the same signals that are taught in their states driver's education courses and in their motor vehicle operator's manual. Most importantly for children and other inexperienced riders, making the signal with the left hand enables the rider to brake with the rear brake, using their right hand and therefore less likely to flip over the front of the handlebars if the left hand uses the front brake.

Assessment **1.** Assess performance of signaling for each student using the following rubric:

PERFORMANCE RUBRIC: SIGNALING

Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student has no difficulty signaling and uses the correct signals appropriately; Student signals prior to a turn, and then replaces his hand to make the turn.	Student is able to signal appropriately and replace his hand for turning; Student may weave just slightly when signaling, but regains control of the bike quickly, even with one hand.	Student may have difficulty remembering which signal to use at the appropriate time; Student may be uncomfortable riding with one hand when signaling, and may weave when signaling.	Student is unable to ride with one hand and signal, so he must stop, signal, then restart; Student may not understand the need to signal and/or be able to differentiate signals.

Signaling

Because a bicycle is a vehicle, bicyclists must signal intention to turn or stop by using hand signals. The left hand is safest to perform these signals for a number of reasons:

- The right hand controls the rear brake and would allow a rider to signal and apply the brakes without the danger of being thrown over the handlebars.
- Motorists may not recognize or expect to see turn signals being made with the right hand. (We recommend you teach what is provided in your state driver's manual).