

SKILL-BASED ACTIVITY

Instant Turn

Timeframe

Beginner: N/A
Intermediate: 20 minutes
Advanced: 15 minutes

Objectives

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

1. Demonstrate an exceptional or reliable Instant Turn as measured by the hazard-avoidance 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

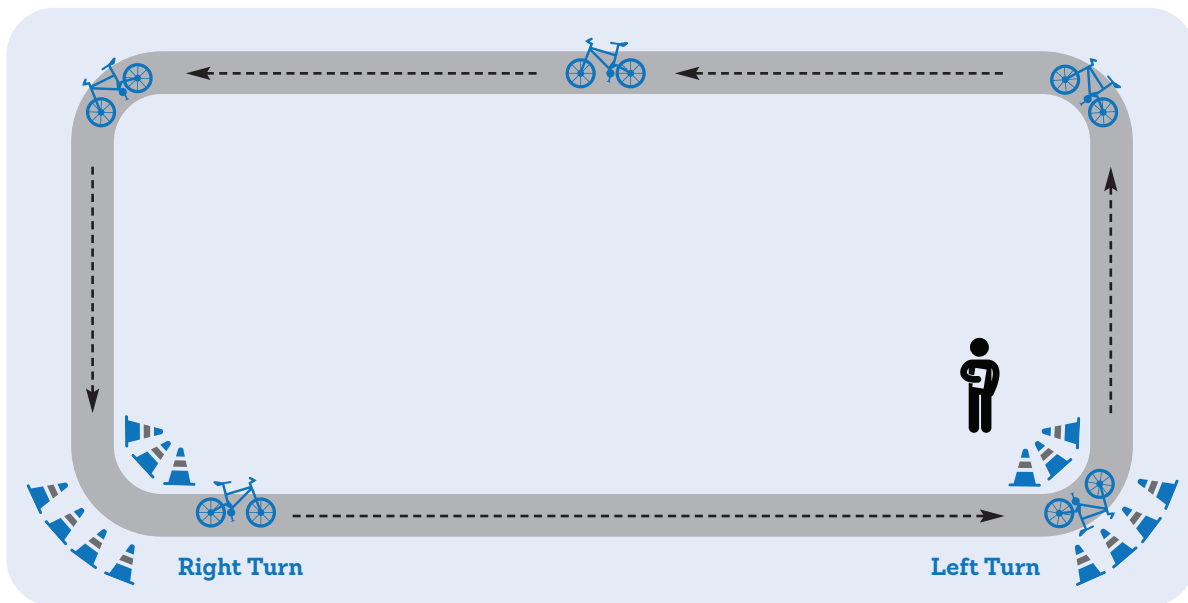
- Helmets
- Head barriers
- Bicycles
- Bicycle pump
- Allen wrench
- Cones, domes, polypots or chalk to mark riding course
- Red floor tape

Teacher Overview This activity teaches and/or strengthens the emergency bicycle handling skill of turning quickly in a limited space. This skill can be difficult to learn. The instant turn is a very subtle movement. When done correctly the rider may briefly feel a loss of balance into the turn.

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. At the end of the chute, ensure that students can safely turn right or left.
4. 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.
5. Practice the Instant Turn skill before demonstrating to students.

Diagram: Instant Turn Course



Directions

1. Introduce this activity using the following prompt:

Learning to turn a bicycle very quickly, in a small space can be a very important skill to use in an emergency, such as a car turning in front of you, when you would be unable to perform a normal turn. This skill can be difficult to learn. The Instant Turn is a very subtle movement. When done correctly you may briefly feel a loss of balance into the turn.

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

Q: Can you think of a time when you might need to turn very quickly to avoid a crash?

A: Any of the following:

- A vehicle turns in front of you
- A car door opens in front of you
- Other responses may be accepted

Q: What would you do if a car turned in front of you at an intersection?

A: Either response

- Instant Turn
- Quick Stop



3. Complete steps #4-10 that follow, if Helmet Fit and ABC Quick Check have not been completed as part of the current day's lesson, otherwise proceed to step #11.

4. Divide students into groups of two or three.

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

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

7. 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.
8. Instruct pairs to proceed to the riding area to meet teacher after students have successfully completed the helmet fit and ABC Quick Check.
9. 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.
10. Explain and demonstrate the Instant Turn skill to students in the teaching station, reinforcing the following points. Riders should:
 - Turn the front wheel the opposite way that you want to turn. This will cause the rider and the bicycle to automatically lean in the direction the rider wants to turn (this is a bit counterintuitive).
 - Then quickly turn the wheel in the direction that you want to go. This will be the direction that your body and bicycle are already leaning.
11. Instruct students to begin riding the designated course with a power start.
12. Instruct students to turn right, using the technique for a typical right turn, at the end of the chute and continue riding the designated riding course.
13. Instruct students to turn left, using the technique for an Instant Turn, at the end of the chute and continue riding the designated riding course and return to the teaching station.
14. Ask students to comment on how each turn felt different.
15. Instruct students to reverse the direction that they have been riding the course and repeat steps #12-15.

Assessment

1. Assess Instant Turn of each student using the following rubric.

PERFORMANCE RUBRIC: INSTANT TURN

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student is able to correctly and safely perform the Instant Turn, and can do so in a quick manner;</p> <p>Student first turns front wheel in the opposite direction, before turning in the direction he wants to travel, and he can do this at an appropriate speed;</p> <p>Student is able to maintain balance after the turn, and can continue riding without problems.</p>	<p>Student is able to correctly and safely perform the Instant Turn, but may perform this maneuver more slowly;</p> <p>Student first turns front wheel in the opposite direction, before turning in the direction he wants to travel;</p> <p>Student is able to maintain balance after the turn, and can continue riding without problems.</p>	<p>Student has difficulty performing the Instant Turn, and cannot turn the wheel in the opposite direction of the turn unless riding very slowly;</p> <p>Student may have difficulty maintaining balance after the turn, and may not be able to continue riding out of the turn.</p>	<p>Student is unable to perform an Instant Turn, and should continue working on making normal speed right and left hand turns;</p> <p>Student may not understand when it is appropriate to make an Instant Turn, and does so in an unsafe manner.</p>

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

PERFORMANCE RUBRIC: SOCIAL BEHAVIOR

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

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. Instruct students to ride the bicycles on the designated course and demonstrate the skill components in the “chute.”
3. Instruct students to keep at least three-bicycles-lengths between each rider.

Differentiating Instruction

Adapted and Beginner

- This skill is difficult to perform. It should be taught only to intermediate/advanced level riders.
- Continue to practice left/right turning.

Intermediate and Advanced

- As students are about to exit the chute, call out left or right for students to perform an Instant Turn in that direction.

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 if 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 bicyclists 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 person in front of them gets to the marker, the next student may start riding.