

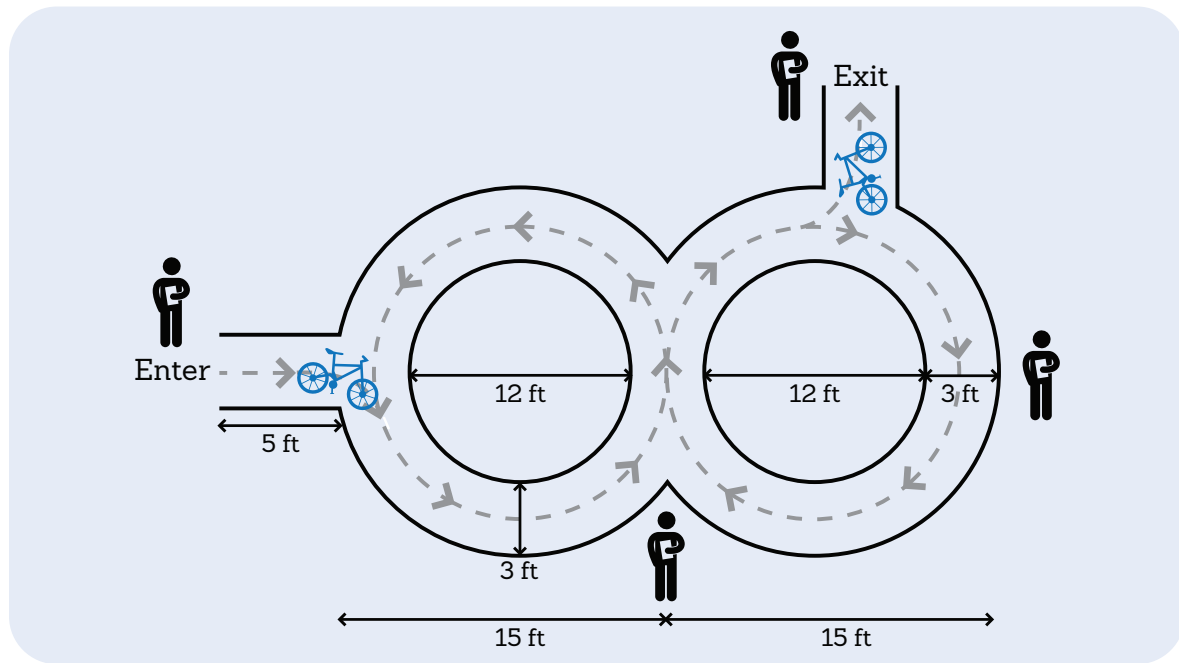


SKILL-BASED ACTIVITY

Figure 8 Ride

Timeframe	Adapted and Beginner: 8-10 minutes Intermediate: 8-10 minutes Advanced: 8-10 minutes
Objectives	At the conclusion of this activity the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate exceptional or reliable performance of the Figure 8 Ride skill as measured by the Figure 8 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	<ul style="list-style-type: none"> • Helmets • Head barriers • Bicycles • Bicycle pump • Allen wrench • Red floor tape • Cones, domes, polyspots or chalk to mark riding course
Teacher Overview	This activity is an advanced skill designed to strengthen the rider's ability to turn in different directions and yield while maintaining balance, speed, distance and control of the bicycle. Because multiple students will be riding the course together, students will practice communicating with other riders. This activity teaches the traffic skills of changing directions and changing lanes. When bicyclists ride in traffic, they will frequently have to change direction with little or no warning.
Preparation	<ol style="list-style-type: none"> 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 Figure 8 Course, using cones, chalk or field paint, 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. Mark the starting point with chalk, field paint or cones, allowing approximately 5 feet of riding before the bicyclist enters the Figure 8 at the opening shown in the diagram.

Diagram: Figure 8 Ride Course



4. Have two touching circles, each 15 feet in diameter; two inside circles 12 feet in diameter.
5. Refer to differentiating instruction for suggestions on set up for varying skill levels.
6. Practice the Figure 8 skill before demonstrating to students.

Directions



1. Introduce this activity using the following prompt:
Today, we will be working on more advanced bicycle handling skills in this activity. The Figure 8 Ride will help with balance while changing direction and yielding. The more comfortable you are handling your bicycle, the safer you will be and other bicyclists will be when around you. This is also a skill that will be important if you ride with traffic.
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 skills to students on the Figure 8 course reinforcing the following points. Riders should:
 - Follow the figure 8 pattern without placing a foot on the ground
 - Ride at a speed that allows for control and balance
 - Communicate with other riders that are on the Figure 8 course
10. Instruct students to begin riding the designated course with a Power Start.
11. Allow each student to complete the Figure 8 skill alone.
12. Refer to Differentiating Instruction for suggestions on set up for varying skill levels.



Assessment

1. Assess performance of the Figure 8 skill for each student using the following rubric.

PERFORMANCE RUBRIC: FIGURE 8

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student can maneuver bike around cones without touching them;</p> <p>Student has excellent balance when pedaling through course and never puts foot on the ground;</p> <p>Student can maneuver through course at both fast and slow speeds, under control.</p>	<p>Student can maneuver bike around cones without touching them;</p> <p>Student has good balance when pedaling through course and rarely puts foot on the ground;</p> <p>Student can maneuver through course at medium and slow speeds, under control.</p>	<p>Student can maneuver bike around cones, but touches them or occasionally runs over them;</p> <p>Student often puts foot on the ground;</p> <p>Student can maneuver through course at a faster speed, but not under control;</p> <p>Student knocks over several cones and/or is unable to maneuver around cones when riding slowly.</p>	<p>Student can maneuver bike around cones, but touches them or often runs over them;</p> <p>Student often puts foot on the ground or has to stop and restart; Student can maneuver through course at very slow speeds, but often runs over cones.</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, & 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 cycling in a safe manner, and keeping all classmates safe during the cycling unit.</p>	<p>Student is respectful toward classmates, teacher, & 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 cycling in a safe manner, and keeping all classmates safe during the cycling unit.</p>	<p>Student may not always be respectful toward classmates, teacher, & 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, & equipment and/or show anger and/or blame others for cycling 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. 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.
4. Instruct students to keep at least three-bicycles-lengths between each rider.

Differentiating Instruction

Adapted and Beginner

- Students should ride the course alone.
- Students at this level may be asked to keep their feet on their pedals, trying not to touch the ground.

Intermediate

- Reduce the size of the Figure 8 course to create tighter turns.
- Allow up to 2 riders on the course at one time.

Advanced

- Continue to reduce the size of the Figure 8 course.
- Increase the number of riders on the course at one time.
- Students can be asked to go through the course more slowly, to increase the challenge.

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.

