SKILL-BASED ACTIVITY
Snail Race

Timeframe

Adapted and Beginner: N/A
Intermediate: 8-10 minutes
Advanced: 8-10 minutes

Objectives

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

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

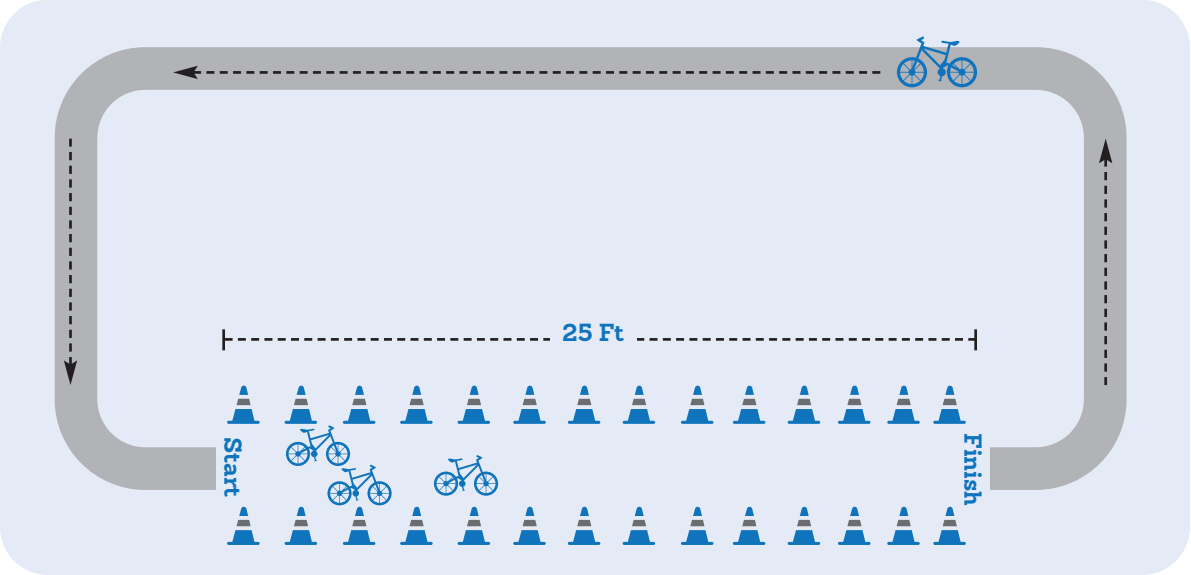
Teacher Overview

This activity is an advanced activity designed to strengthen the key skill of balance and control of one's bicycle and the ability to ride at a slow speed. Riders start the race together, and the last one across the finish line wins—no weaving or touching the ground is allowed. The purpose of this race is to reward low speed that requires balance skills. This activity is not recommended for beginner or adapted 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. Use cones, domes, polyspots or chalk to mark the start and finish of the race.

Diagram: Snail Race Course



4. The chute should be wide enough to safely accommodate multiple riders and approximately 25ft long.

5. Practice the Snail Race before demonstrating to students.

Directions

1. Introduce this activity using the following prompt:

   You have learned that riding slowly can be challenging and requires a great deal of balance and control of the bicycle. Today, we will be putting those skills to the test with the Snail Race. The goal in the Snail Race is to get to the finish line last, without pedaling and without putting your feet on the ground.

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 Snail Race to students in the teaching station reinforcing the following points. Riders should:
   - Start with a Power Start, but then no other pedaling
   - Move forward by turning steering left and right with minor movements
   - Not stop during the race
   - Not put a foot on the ground during the race
   - Continue moving forward (not zigzag or side to side)

10. Line students up at the starting line.

11. Explain to students that the challenge is to be the last person to the finish line.

12. Start the race.

13. Identify the winner as the student who crosses the finish line last without putting a foot down.

Assessment

1. Assess performance of the Snail Race for each student using the following rubric

PERFORMANCE RUBRIC: SNAIL RACE

Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student has excellent balance when moving and never puts foot on the ground; Student can move forward at very slow speeds, without zigzagging or running into other riders; Student can perform a track stand for up to a few seconds.	Student has good balance when moving and rarely puts foot on the ground; Student can move forward at slow speeds, without zigzagging or running into other riders.	Student has poor balance when moving and sometimes puts foot on the ground; Student can only move forward at medium speeds; Student often zigzags and/or runs into other riders.	Student has poor balance and can only move forward at a medium speed; Student cannot ride in a straight line and often veers from side to side; Student constantly has one foot on the ground.

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-bicycles-lengths between each rider.

Differentiating Instruction

Adapted and Beginner

- Not Recommended

Intermediate

- Allowed to put their foot down for a brief moment if necessary.

Advanced

- Start without using the Power Start
- Perform a Track Stand at some point during the race.

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.