



# SKILL-BASED ACTIVITY

## Bunny Hop

### Timeframe

**Adapted and Beginner:** N/A

**Intermediate:** N/A

**Advanced:** 10 minutes

### Objectives

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

1. Demonstrate exceptional or reliable performance of the Bunny Hop as measured by the Bunny Hop 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, polypots or chalk to mark riding course
- Chalk, jump ropes and very small sticks for Bunny Hop activity

### Teacher Overview

This activity is an advanced activity designed to strengthen the key skills of control of one's bicycle and hazard-avoidance. Students will have to 'hop' the front tire over 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. Use field paint or chalk to mark a line across the chute that students will practice hopping over.
4. As students progress, increase the size of the object ex. jump ropes, small diameter sticks/branches, etc.
5. Practice the Bunny Hop before demonstrating to students.

## Directions

1. Introduce this activity using the following prompt:

*Another more advanced bicycling skill is to be able to 'hop' over small objects. This would be useful when you really can't go around an object because of limited time (you didn't see it ahead of you until the last moment) or because of limited space (you can't go out in traffic and the object is small enough to hop over).*

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

**Q: What might you encounter that you might want to hop over?**

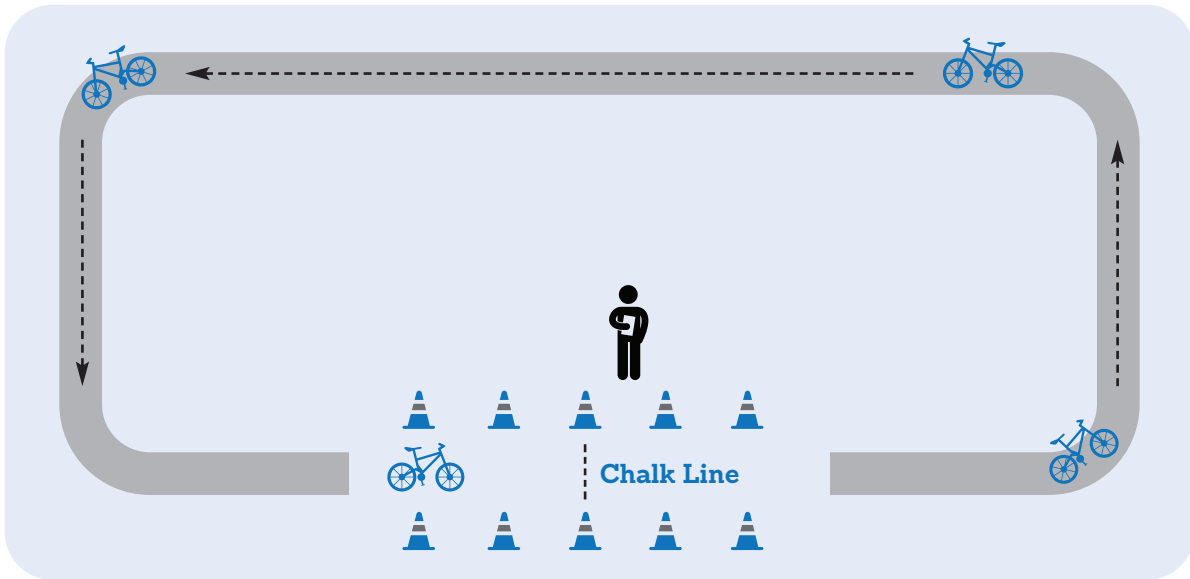
**A:** Any of the following are acceptable:

- Glass
- Pothole
- Stick
- Other responses may be accepted



3. Complete the following steps #4-10 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 other student observes to ensure that the check was completed properly, and to provide prompts if an item was missed.
8. Switch roles so the other partner(s) completes the ABC Quick Check.
9. Instruct pairs to proceed to the riding area to meet teacher after students have successfully completed the helmet fit and ABC Quick Check.
10. 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.
11. Explain and demonstrate how to perform the Bunny Hop to students in the teaching station reinforcing the following points. Riders should:
  - Be in the ready position as they approach the object.
  - Crouch and pull up on the handlebars just prior to going over the object so the front tire goes over the object.
  - Maintain balance and control, as they clear the front tire and as the back tire rolls over the object.

**Diagram: Bunny Hop**



**Assessments**

1. Assess performance of Bunny Hop for each student using the following rubric.

**PERFORMANCE RUBRIC: BUNNY HOP**

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student begins Bunny Hop from a Ready Position;</p> <p>Student is consistently able to clear the front tire of the object because he crouches and then pulls up on the handlebars;</p> <p>Student is always able to maintain balance and control as he bunny hops over an object.</p>	<p>Student begins Bunny Hop from a Ready Position;</p> <p>Student is often able to clear the front tire of the object because he crouches and then pulls up on the handlebars;</p> <p>Student is often able to maintain balance and control as he bunny hops over an object.</p>	<p>Student does not begin Bunny Hop from a Ready Position;</p> <p>Student is rarely able to clear the front tire of the object because he often does not crouch and/or pull up on the handlebars;</p> <p>Student is often unable to maintain balance and control as he bunny hops over an object, and needs to put a foot down.</p>	<p>Student does not begin Bunny Hop from a Ready Position;</p> <p>Student is unable to clear the front tire of the object because he does not crouch and/or then pull up on the handlebars;</p> <p>Student is not able to maintain balance and control as he bunny hops over an object.</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 cycling in a safe manner, and keeping all classmates safe during the cycling 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 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, 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 struggle with being respectful toward classmates, teacher, and 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 and demonstrate the skill components in the “chute.”
4. Instruct students to keep at least three-bicycles-lengths between each rider.

## Differentiating Instruction

### Adapted, Beginner and Intermediate

- Not recommended

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

