SKILL-BASED ACTIVITY
Lane Positioning

Timeframe

Adapted/Beginner: 30 minutes
Intermediate: 30-60 minutes
Advanced: 20-50 minutes

Objectives

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

1. Demonstrate exceptional or reliable lane positioning as measured by the lane positioning 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
- Red floor tape
- Cones, domes, polyspots or chalk to mark riding course
- *Pin the Bicyclist on the Road* worksheets
- Pencils
- Two-way radios or cell phones

Teacher Overview

This activity teaches proper lane positioning when riding in the road and through intersections. Proper lane positioning is an important safety behavior. This activity provides lane positioning practice through the use of mock intersections. However, there is an option to provide lane positioning practice using an actual intersection in the surrounding area. This option is not recommended for beginner or adapted riders.

Preparation

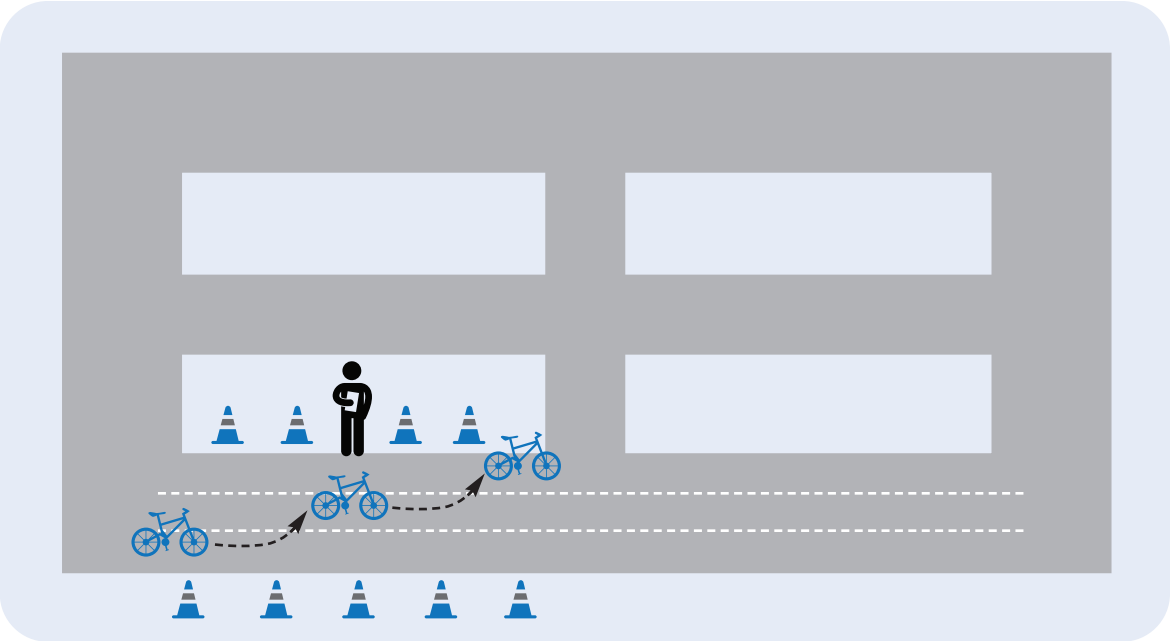
1. Designate a riding course that enables the teacher to see the students at all times. This will enable students to ride throughout the class period, even when they are not performing skills.

2. Set up a lane positioning course and intersection 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 out a large rectangle approximately 70'x40' with 3 riding lanes approximately 12' each.

4. Using the Lane Positioning Course or another location mark out a large rectangle with an inside cross approximately 70'x40' with 3 riding lanes approximately 12' each.

Lane Positioning Course



5. Practice the lane positioning skill before demonstrating to students.

6. Make appropriate number of copies of *Place the Bicyclist on the Road worksheets.*

7. If using *Cyclist's Eye View* video, preselect which scenes from the video are appropriate to show to students depending on which situations they are likely to encounter in their community. (optional)

8. If using real intersections to practice lane positioning, pre-determine a route for students to ride that includes at least 2 left turns, 2 right turns, a 2-way intersection and a 4-way intersection. (optional)

9. If using real intersections to practice lane positioning, try to secure other adult riders to participate in the activity to maximize the safety of students. (optional)

10. Distribute method of communication (i.e., two-way radios, cell phones) to be used among all adults on the ride and with the main office in case of emergency.

11. Ride the course the day before taking students on the course to ensure rideability. (optional)

Directions

1. Introduce this activity using the following prompt:

   Proper lane positioning is a very important element of safe riding. When you are in the proper part of the lane you tend to be predictable to other bicyclists and motor vehicles. Proper lane positioning also helps to set a rider up for proceeding correctly through an intersection. While determining proper lane positioning, bicyclists must also learn to negotiate intersections safely by stopping, scanning for traffic, being seen and signaling if necessary.

2. Use the three (3) different *Place the Bicyclist on the Road worksheets* to help students visualize proper lane positioning.

3. Explain to students that there are three positions that a bicyclist can be in while riding in a lane: left third, center third and right third. A bicyclist should be in the right-most lane that goes in the direction of travel.

4. Instruct students to complete each of the *Place the Bicyclist on the Road* worksheets following the directions on each worksheet. This can be done individually, in small groups or as a large group.
5. Review the correct responses as a group.

6. Complete the Helmet Fit and ABC Quick Check (#7-13), if not already completed, as part of the current day's lesson; otherwise proceed to (#14.)

7. Divide students into groups of two or three.

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

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

10. 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.

11. Instruct pairs to proceed to the riding area to meet teacher after students have successfully completed the helmet fit and ABC Quick Check.

12. 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.

13. Explain and demonstrate skills to students on the lane positioning course reinforcing the following points. Riders should:
    - Ride in the right third of the lane for three minutes.
    - Practice changing lane positioning in the straight riding course.
    - Move from the right third to the middle third to the left third.
    - Change lanes properly following three steps: Scan, Signal and Move.
    - Complete these steps BEFORE crossing the dashed line into the next third of the lane.

14. Explain and demonstrate skills to students on the intersection course reinforcing the following points. Riders should:
    - Practice right-hand turns by turning from the right third of the lane into the right third of the lane.
    - Practice going straight from a shared-use lane by moving to the middle of the lane, proceeding through the intersection and after crossing the intersection, moving to the right third of the lane.
    - Practice left-hand turns in a left-hand turn only lane by being in the right third of the turn lane.
    - Practice left-hand turns in a shared-use lane by turning from the left third of the lane into the right third of the lane.

15. Allow students to practice different situations at intersections by allowing them to ride continuously for 5-7 minutes.

16. Encourage students to vary their route by choosing to turn left, right or go straight and yielding to other bicyclists at the intersections.

17. If opting to have students practice using actual intersections, explain the skills that students will complete on the ride reinforcing the following points. Riders should:
    - Practice right-hand turns by turning from the right third of the lane into the right third of the lane.
    - Practice going straight from a shared-use lane by moving to the middle of the lane, proceeding through the intersection and after crossing the intersection, moving to the right third of the lane.
    - Practice left-hand turns in a left-hand turn only lane by being in the right third of the turn lane.
    - Practice left-hand turns in a shared-use lane by turning from the left third of the lane into the right third of the lane.

All vehicles must follow right-of-way rules to safely cross intersections. Right-of-way helps you decide who goes first at an intersection.

- Base Rule: **First to Stop = First to Go.**
  - The first vehicle at the intersection goes through the intersection first.
- If base rule doesn't apply: **Farthest Right Goes First.**
- When two vehicles get to the intersection at the same time, the vehicle on the right goes first; it has the right-of-way.
- **When in Doubt, Bail Out.** This trumps all rules.
  - Even if you have the right-of-way, if for any reason you feel uncomfortable or that your safety is threatened, let the other traffic go ahead. Your safety always comes first.
- If neither the base rule nor furthest right rule apply: **Straight Traffic Goes First.**
- When two vehicles are directly across from each other and one is turning left, the one that is going straight goes first. For a designed copy of this handout, see: www.nhtsa.gov/Driving+Safety/Bicycles/RightOfWay

Assessment

1. Assess performance of lane positioning of each student using the following rubric.

PERFORMANCE RUBRIC: LANE POSITIONING

Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student reliably and consistently obeys traffic laws and uses correct signals in all traffic situations; Student always positions herself in the right 1/3 of the lane, even after a turn; Student correctly scans, signals, and then moves when changing lanes; Student reliably has the correct positioning for a left-hand turn.	Student demonstrates the ability to obey traffic laws, but may not use it all the time; Student can use correct signals in all traffic situations, but may not signal each time; Student typically positions herself in the right 1/3 of the lane, even after a turn; Student can correctly scan, signal, and then move when changing lane, but she may forget a step; Student reliably has the correct positioning for a left-hand turn.	Student may not know or remember all traffic laws, and may not follow them at all times, without teacher prompts; Student may have difficulty remembering which signal to use and/or does not consistently use a hand signal; Student does not yet have the ability to scan without weaving, so changing lanes is very difficult; Student does not position herself in a lane correctly.	Student does not know and/or remember the majority of traffic laws that are important to cycling; Student is not able to signal (not able to ride with one hand) and therefore does not signal; Student does not correctly position herself in the lane and cannot scan over her shoulder.

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, and 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, and 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, and 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, and 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.
4. Instruct students to keep at least three-bicycles-lengths between each rider.

Differentiating Instruction

Adapted and Beginner

- Students can walk through the skills before performing them on a bicycle.

Intermediate and Advanced

- Activities can be performed in a neighborhood close to the school to simulate real-world experiences.

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.