



SKILL-BASED ACTIVITY

Group Riding Etiquette

Timeframe

Adapted and Beginner: N/A
Intermediate: 20-30 minutes
Advanced: 15-20 minutes

Objectives

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

1. Demonstrate exceptional or reliable bicycle etiquette associated with group rides as measured by the bicycle etiquette 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, polypots or chalk to mark riding course
- *Bike Safety: Tips for Youth* handout
www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024a_YouthTips.pdf
- *Communication & Cycling* worksheet (optional)
- Pencils (optional)

Teacher Overview

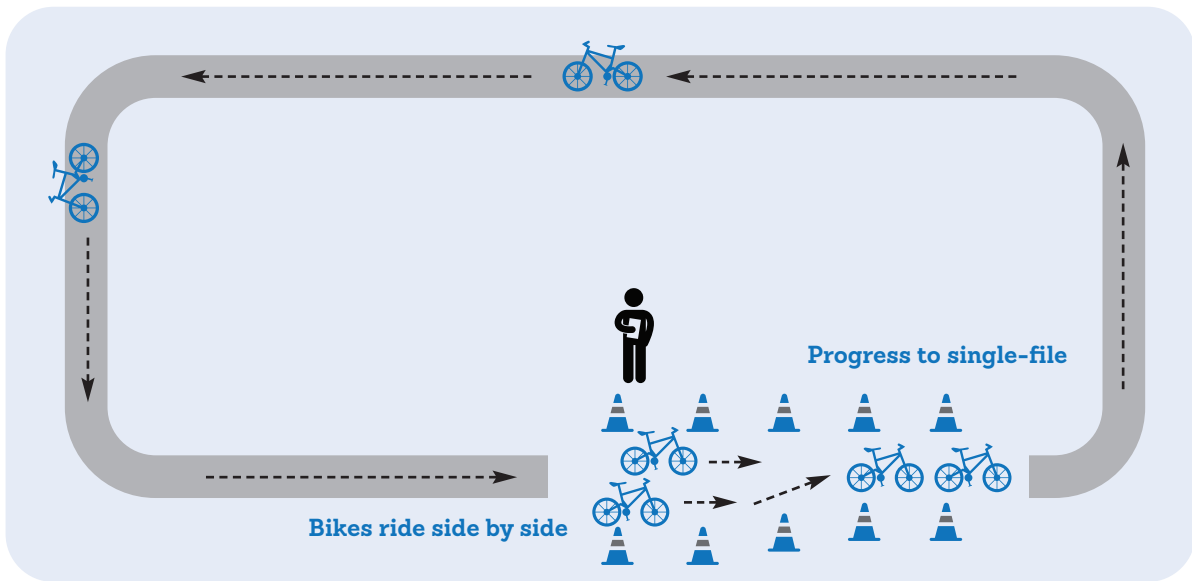
This activity teaches and/or strengthens bicycling etiquette that is especially important when riding in a group setting. There are two courses within this activity to reinforce cycling etiquette skills.

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 riding 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. Lay out the **Who Goes First?** course based on the associated diagram.

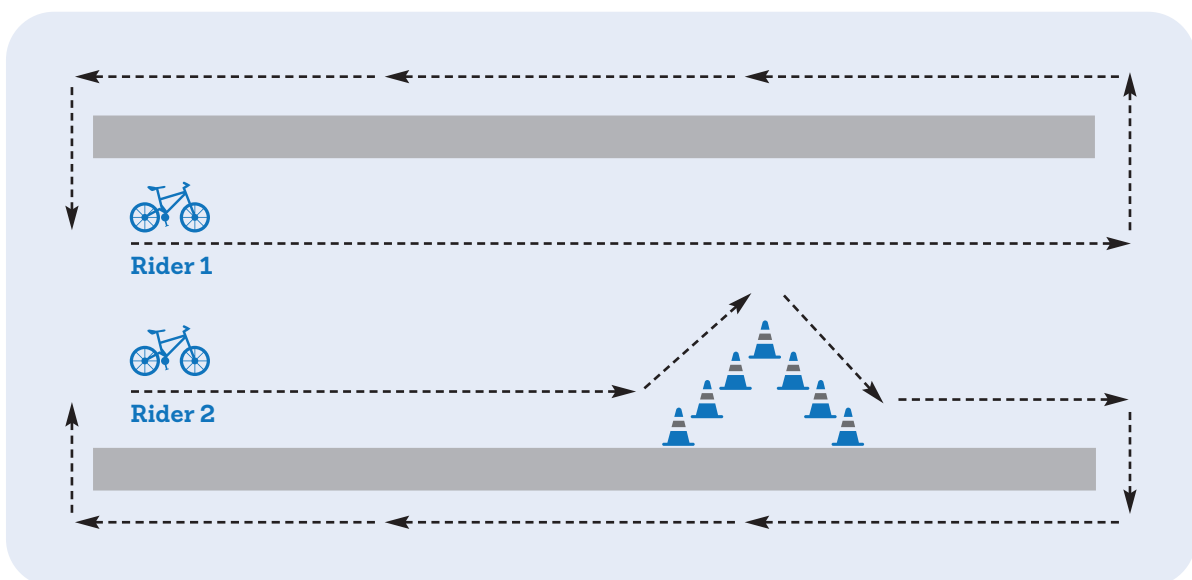
Diagram: Who Goes First?



4. Layout the *Squeeze Box* course based on the associated diagram, preferably in the middle of the riding course. Students will complete the *Squeeze Box* course after completing *Who Goes First?* If space allows, set up both courses at the same time; if space does not allow for both courses to be set up at the same time, make sure all materials for the *Squeeze Box* course are ready to go when the *Who Goes First?* course is completed by all students.

Note: Riders ride side by side and must communicate who goes first when they encounter the obstacle.

Diagram: Squeeze Box Course



5. Practice the *Who Goes First?* and *Squeeze Box* courses before demonstrating to students.
6. Make appropriate number of copies of *Bike Safety: Tips for Youth* handout
7. Make appropriate number of copies of *Communication & Cycling* worksheet (optional)

Directions

1. Introduce this activity using the following prompt:

We have talked a lot about the importance of having rules to follow when riding and communicating with other riders. Today, we are going to practice combining this information with the actual skills to continue to make you a safer rider when you ride with a partner and in groups.

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

Q: You are riding with a group of other bicyclists in single-file and you approach a stop sign. How would you signal to each bicyclist in the line that you were slowing down and stopping?

A: Both nonverbal and verbal signals are necessary. You could call out 'slowing' and/or 'stopping' AND also use the stop hand signal.

Q: You are riding side by side with a friend and you needed to get into single-file, because up ahead there wasn't enough room to continue to ride side by side. How would you determine who should go where?

A: Communicating who was going first and who was dropping behind.

Q: Considering everything we have learned to date, what skills and behaviors might be important with regard to cycling etiquette?

A: Distribute and review *Bike Safety: Tips for Youth* handout.
http://www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024a_YouthTips.pdf



3. Complete the Helmet Fit and ABC Quick Check (#4-10) if they have not been completed as part of the current day's lesson; otherwise proceed to (#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. Conduct the **Who Goes First** activity
 - Explain and demonstrate skills to students on the Who Goes First? course, reinforcing the following points. Riders should:
 - Ride side by side until they encounter an obstacle.
 - Communicate by saying, 'You go first' to indicate who goes first and second around the obstacle.
 - Make the decision about who goes first right when they encounter the obstacle, instead of before, to make the activity more realistic.
 - Ride back to the beginning on the outside of the station after completing the course.
 - Switch sides – whoever was riding on the left is now on the right when they ride through the course a second time.
 - Another option for this activity is for students to ride side by side. When the teacher signals they must decide who goes first. This option would not have an obstacle, but would encourage more impromptu decision-making. The teacher could signal again to have students return to side by side riding.
 - Divide students in pairs or in a group of three if necessary.
 - Instruct students that those who are not participating in the activity can ride around the outside of the skill practice area to increase fitness until it is their turn.
11. Set up the *Squeeze Box* activity course if you have not already done so, due to limited space.
12. Conduct the **Squeeze Box** activity
 - Instruct students to gather at the teaching station.
 - Explain and demonstrate skills to students on the Who Goes First? activity course, reinforcing the following points. Riders should:
 - Start and end as a group.
 - Stay within the boundaries of the activity course.
 - Stay within the lines.
 - Communicate with fellow riders to determine who will go ahead, who will go right or left, who will ride behind and when to finish.
13. Divide students into groups of three or four. Group size can increase to five or six with more advanced riders.
14. Start group at the starting line, shoulder to shoulder.
15. Instruct students to evaluate their performance using the *Communication & Cycling* worksheet (optional).

Assessment

1. Assess performance of group riding etiquette of each student using the following rubric.

PERFORMANCE RUBRIC: GROUP RIDING ETIQUETTE



Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student consistently verbally and nonverbally communicates his intentions with other riders;</p> <p>Student knows when to speed up or slowdown in order to maneuver safely, and allow other riders to maneuver safely;</p> <p>Student is conscientious of other riders' safety as well as his own.</p>	<p>Student verbally and/or nonverbally communicates his intentions with other riders, but may not do both all the time;</p> <p>Most of the time the student is able to determine when to speed up or slowdown in order to maneuver safely, or to allow other riders to maneuver safely, but is not completely consistent and may require prompting by the teacher and/or other students;</p> <p>Student is conscientious of other riders' safety as well as his own.</p>	<p>Student can communicate his intentions either verbally or nonverbally (typically not both at the same time), but this may not be on a consistent basis;</p> <p>Student has difficulty determining when to speed up or slowdown in order to maneuver safely, or to allow other riders to maneuver safely, and needs significant help from teacher and/or other students;</p> <p>Student is too focused on his own riding to be conscientious of other riders' safety.</p>	<p>Student is unable to participate in the activity due to unsafe riding behavior;</p> <p>Student is unable to signal;</p> <p>Student is unable to gauge his own speed and position, relative to that of others, to ride in this activity in a safe 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 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 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 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

- Not recommended

Intermediate

- Fewer students can be in one group during the *Squeeze Box* activity if necessary.

Advanced

- More students can be in one group during each activity.
- Courses can be made slightly narrower or more lines added.

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.

COMMUNICATION & CYCLING WORKSHEET



Student _____ Date _____

Directions: Assess yourself and your partner(s) on how well you communicated while cycling in the Who Goes First and Squeeze Box activities. Place a check mark in the column that best describes what happened in *Who Goes First?* and *Squeeze Box*.

Who Goes First?				Squeeze Box			
	Every time	Almost Every time	Didn't happen		Every time	Almost Every time	Didn't happen
I communicated with my riding partner by saying who goes first.				My group started together.			
I moved ahead or behind when arriving at the obstacle.				Everyone in my group communicated verbally.			
My partner communicated with me by telling me who would go first.				Everyone in my group kept themselves and other riders safe.			
My partner moved ahead or behind when arriving at the obstacle.				My group ended together.			
We were able to get back to riding side by side.							



SKILL-BASED ACTIVITY

Bike Path / Trail Group Ride

Timeframe	Beginner: N/A Intermediate and Advanced: 30 minutes
Objectives	<p>At the conclusion of this activity, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate exceptional or reliable bicycle etiquette associated with bicycle paths/trails as measured by the bicycle paths/trails 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	<ul style="list-style-type: none"> • Helmets • Head barriers • Bicycles • Bicycle pump • Allen wrench • Cones, domes, polypots or chalk to mark riding course • Two-way radios or cell phones • <i>Bike Safety: Tips for Youth</i> handout www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024a_YouthTips.pdf
Teacher Overview	<p>This activity teaches and/or strengthens bicycling etiquette that is especially important when riding on bicycle paths and/or trails. One of the challenges with riding on bicycle paths and/or trails is that there are no rules as there are when riding on roads. So it is especially important to practice bicycling etiquette. This activity will be conducted on a bicycle path or multi-use path. It is best to have additional adults accompany students on the ride to ensure the safety of students. This activity is not recommended for beginner or adapted riders.</p>
Preparation	<ol style="list-style-type: none"> 1. Designate a riding course for the ABC Quick Check that enables the teacher to see the students at all times. 2. Determine route that will be ridden. 3. Secure other adult riders to participate in the activity to better ensure the safety of students. 4. Determine checkpoint locations at which all students will stop to discuss portions of the ride.

5. 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.
6. Ride the course the day before taking students on the course to ensure rideability.
7. Make appropriate number of copies of *Bike Safety: Tips for Youth* handout.

Directions

Introduce this activity using the following prompt:

You will need to use all of the skills and information that you have learned in previous units. One of the most important things that you will need to remember is to communicate with other riders and people that you encounter on the path.

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

Q: What kinds of things might you encounter when riding on a bicycle path/trail?

A: Any of the following:

- People walking/ jogging
- Children
- Dogs
- Other bicyclists
- Other responses may be accepted

Q: What are the positives of riding on a path?

A: Any of the following:

- No cars
- Varied terrain
- Other responses may be accepted

Q: What are the challenges?

A: Any of the following:

- Few rules if any
- People aren't paying attention as much as on the road
- Other responses may be accepted

3. Complete the Helmet Fit and ABC Quick Check (#4-10), if not already completed, as part of the current day's lesson; otherwise proceed to (#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. Distribute the *Bike Safety: Tips for Youth* handout and discuss some bicycling etiquette rules to follow when riding on a bicycle path/trail reinforcing the following points. Riders should:
 - Always stay to the right.
 - Pass only on the left and move back to the right when it is safe.
 - When stopped, move off the trail so others can pass.
 - Only use a small portion of the trail if riding in a group, so others may safely pass.
 - Always stay on the trail and be respectful of private property.
 - Clean up any litter/debris and Leave No Trace (for additional information on Leave No Trace, see: www.lnt.org).
 - Vocalize all signals or warnings, either by voice or bell/horn, giving people time to act.
 - Call out 'On your left' when passing.
 - Always yield to other users who are slower.
 - Always yield to riders / walkers / hikers coming uphill.
 - Always be predictable and courteous.
 - Use safe cycling skills, including constant scanning.
11. Pair students with a cycling partner with whom they will stay the entire ride.
12. Divide students in teams of 4-6, with each team having a ride captain. The ride captain is responsible for making sure all team members get to each checkpoint safely.
13. Instruct students to practice the skill of signaling when passing (horn, bell and 'on your left' verbal signal).

Assessment

1. Assess performance of bicycle path/trail group ride of each student using the following rubric.

PERFORMANCE RUBRIC: BICYCLE PATH/TRAIL GROUP RIDE

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student communicates verbally and nonverbally with other riders and path users on a consistent basis;</p> <p>Student rides under control at all times and is conscientious of others on the path;</p> <p>Student practices good cycling etiquette at all times, which include most, if not all, the behaviors listed in the <i>Bike Safety: Tips for Youth</i> handout.</p>	<p>Student communicates verbally and/or nonverbally with other riders and path users, and does so with little prompting from teacher or other riders;</p> <p>Student rides under control nearly all the time and is conscientious of others on the path;</p> <p>Student practices good cycling etiquette most of the ride without prompting by teacher, which includes a large majority of those behaviors listed in the <i>Bike Safety: Tips for Youth</i> handout.</p>	<p>Student communicates either verbally or nonverbally (but not both) with other riders and/or path users, but requires prompting from teacher and/or other riders;</p> <p>Student needs reminders to ride under control and to be more aware of others;</p> <p>Student needs almost constant reminders from the teacher and/or other riders about cycling etiquette;</p> <p>Student exhibits some of the behaviors listed in the <i>Bike Safety: Tips for Youth</i> handout, but not ones that enable her to ride on the road safely.</p>	<p>Student is unable to participate in the activity, due to unsafe riding behavior;</p> <p>Student is not aware of others;</p> <p>Student is able to comply with only a few of the behaviors listed in the <i>Bike Safety: Tips for Youth</i> handout, but not to the level needed to ride on the road, or possibly bike path.</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 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 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 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

- Not recommended

Intermediate

- Fewer students can be in one group during the Squeeze Box activity if necessary.

Advanced

- More students can be in one group during each activity.
- Courses can be made slightly narrower or more lines added.

Best Practices



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.



CLOSING ACTIVITY

Journal Writing

Timeframe

Beginner: 15 minutes

Intermediate: 10 minutes

Advanced: 10 minutes

Objectives

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

1. List and describe key concepts from Unit 5 that illustrate a clear understanding of the need to know the rules of the road and bicycling etiquette, as measured by providing responses to questions in journals. (Cognitive)
2. Describe how they feel about their ability to ride safely on the road and/or on a multi-use path and their level of enjoyment of bicycling, as measured by providing responses to questions in journals. (Affective)

National Standards Standard 2
Standard 6

Equipment

- Journals or portfolios for each student
- Pencils
- *Rules of the Road Crossword Puzzle* (optional)

Teacher Overview This activity prompts students to think about what they have learned during the fifth unit by asking questions about rules of the road and bicycling etiquette and providing written responses in journals.

Preparation

1. Determine method for distributing, collecting and storing portfolios or journals before beginning this activity.
2. Modify the questions to reflect the actual activities completed by students.
3. Make appropriate number of copies of *Rules of the Road Crossword Puzzle* (optional)

Directions

1. Introduce this activity using the following prompt:
We have now completed Unit 5 – “Rules of the Road.” All of the skills learned in this unit will help you be safer and more skilled bicyclists when you are out riding – especially when riding on the roads or multi-use paths. Learning to safely manage intersections and maintain a high level of cycling etiquette will keep you and others safe and make it more enjoyable to ride.
2. Provide portfolios or journals for students to write in.
3. Choose a location where students can sit comfortably and complete the journal writing activity in class.

4. Use the following sample questions to prompt students' thinking about the content presented in this unit.

Q: What are five rules of the road you learned in Unit 5?

A: Any of the following:

- Obey traffic lights and signs when riding the bicycle on the road.
- Ride the bicycle facing traffic.
- When you hear a siren from an emergency vehicle, you must pull over to the side of the road on the right and stop to allow the emergency vehicle pass safely.
- Always use hand signals to indicate turning and stopping/slowing.
- The bicycle must have headlights and taillights when riding at night.
- Other responses may be accepted

Q: What are 3 rules for riding on trails, or multi-use paths you learned in Unit 5?

A: Any of the following:

- Always stay to the right.
- Pass only on the left and move back to the right when it is safe.
- When stopped, move off the trail so others can pass.
- Only use a small portion of the trail if riding in a group, so others may safely pass.
- Always stay on the trail and be respectful of private property.
- Clean up any litter/debris and *Leave No Trace* (for additional information on *Leave No Trace*, visit www.lnt.org).
- Vocalize all signals or warnings, either by voice or bell/horn, giving people time to act.
- Call out 'On your left' when passing.
- Always yield to other users who are slower.
- Always yield to riders / walkers / hikers coming uphill.
- Always be predictable and courteous.

5. Use the *Rules of the Road Crossword Puzzle* provided as an optional summative form of assessing student understanding. Simplify the puzzle as needed for younger students. Older beginner students could be expected to complete a more difficult crossword puzzle if the information was covered in class and/or students were provided reading material.

Assessment

1. Be thoughtful about assessing journal writing, particularly when asking open ended “opinion-type” questions. Not all students may enjoy bicycling and should be allowed to voice their opinions. To encourage honest answers, refrain from grading thoughts and opinions. However, this should not be an excuse for not learning the material.
2. Consider assessing writing skills and integrate literacy (spelling, use of correct grammar and complete sentences, etc.) in journal writing. Some teachers may want to specify length of answers for specific questions (e.g., answer must be at least two sentences).

Safety

None

Differentiating Instruction**All levels**

- Choose questions that are appropriate for the age and ability level of students.
- Some students may need to share their answers verbally with a teacher if they have difficulty writing.
- Some students may need the teacher or an aide to read the questions.

Best Practices

1. Complete this activity in classroom settings, health classes or science classes if cross-curricular units are planned or to maximize riding time in physical education class.
2. Assign the journal writing for Unit 5 as homework to maximize riding time in physical education class.

