

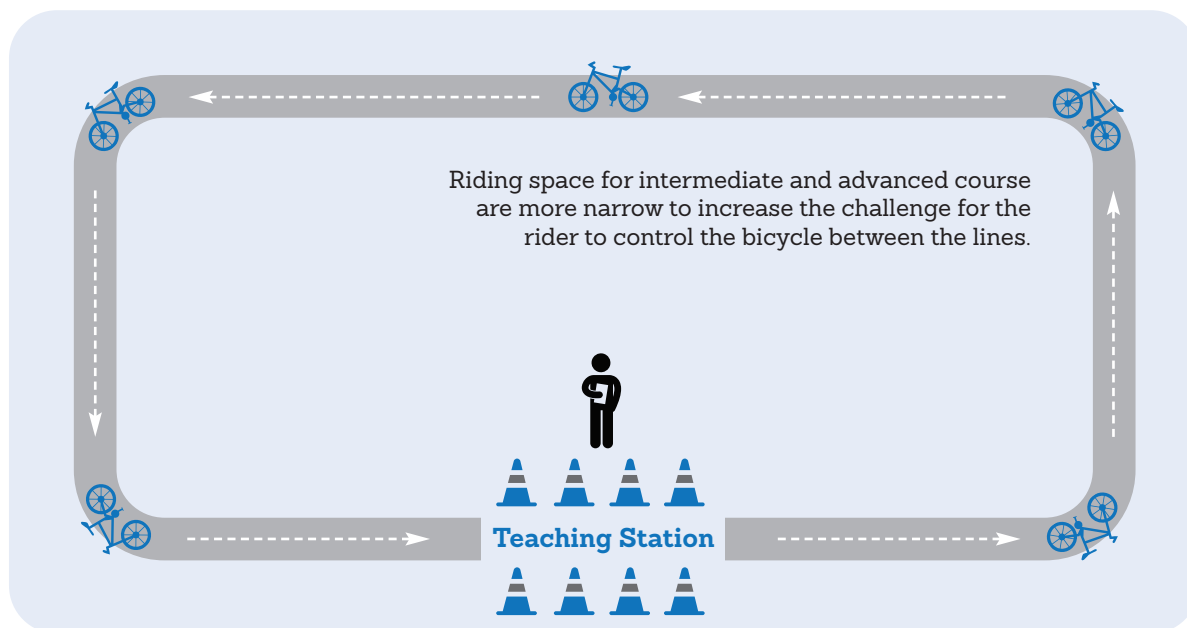


SKILL-BASED ACTIVITY

Straight-Line Riding

Timeframe	Beginners: 5–7 minutes Intermediate: 5 minutes Advanced: 5 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 straight line riding as measured by the straight line 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">• Bicycles• Helmets• Head barriers• Allen wrench• Cones, domes, polypots or chalk to mark riding course• Red floor tape
Teacher Overview	This activity reinforces the skill of riding a bicycle in a straight line. This activity can be conducted in a relatively short timeframe.
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 “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. If bicycles have both front and rear brakes: Wrap the left handle of the bicycle with red floor tape to discourage students from using the front brake, until proper braking skill is taught.4. Practice the straight line riding skill before demonstrating to students.

Diagram: Straight-Line Riding Course



Directions

1. Introduce this activity using the following prompt:

Straight line riding is a skill that is necessary to ride safely in a number of situations. Riding in a straight line allows bicyclists to ride on bike paths, and to ride next to friends and family, without causing a crash. Riding in a straight line also helps motorists, pedestrians and other bicyclists better able to predict a bicyclist's movements.

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

Q: Why would it be good to know how to ride in a straight line?

A: Any of the following:

- There might be times when riding in a straight line would be more appropriate.
- It is also safer to ride straight than to zigzag all over the road or bike path.

Q: When might you need to ride in a straight line?

A: Any of the following:

- If you were riding with a friend on a bike path and someone wanted to pass or someone was coming toward you.
- Bicyclists typically ride in single-file, instead of side by side, when riding on a street.
- Other responses may be accepted.

3. Discuss expected bicycle positioning while riding the course:
 - Aim to ride three-bicycles-lengths apart on riding course.
 - As students progress in skill level and control, they can ride as close as one bike length, but not until directed to do so by the teacher.
 - Ride at a controlled pace without passing other riders.
 - Ride on the course or between the lines.
4. Blow the whistle to stop students. Students should stop in a controlled manner, without tire skidding or getting too close to the rider in front of them.
5. Repeat activity step #4 to practice riding and stopping in a controlled manner. This will serve as the basis for classroom management during the bike unit.

Assessment

1. Assess performance of straight line riding for each student using the following rubric.

PERFORMANCE RUBRIC: STRAIGHT-LINE RIDING

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student is able to maintain a straight line while riding alone and in a line of riders, without passing or overlapping wheels (maintaining appropriate safe distance);</p> <p>Student can stop and maintain a safe distance from the cyclist in front.</p>	<p>Student is able to maintain a straight line while riding alone and in a line of riders, but sometimes has difficulty in not overlapping wheels with the rider in front;</p> <p>Student can stop safely without touching wheels, but may overlap wheels with the rider in front.</p>	<p>Student can maintain a straight line for a short distance before weaving;</p> <p>Student has difficulty riding in a straight line with other riders and often overlaps wheels;</p> <p>Student has difficulty stopping without running into (or nearly running into) other riders.</p>	<p>Student is unable to maintain a straight line while riding, and is unable to safely ride in a straight line with other riders.</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 keep at least three-bikes-lengths between each rider.

Differentiating Instruction

Adapted and Beginner

- Beginning riders will often be more wobbly and have less ability to ride in a straight line; hence the need for a course that is wider. It is also very difficult for beginners to ride at a faster pace and riding slower makes maintaining balance and riding in a straight line more difficult – given the need for advanced balancing skills.
- Beginning riders will need space, time and a wider course, where they cannot hurt themselves or other students. Lower the seat so that beginning riders can touch the ground with their feet.

Intermediate and Advanced

- Challenge more advanced riders, as appropriate, to ride more slowly and/or ride within one bicycle length, while riding single-file.

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-bikes-lengths rule to promote safe riding. This 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.

