



# SKILL-BASED ACTIVITY

## Power Start

### Timeframe

**Beginners:** 5-7 minutes  
**Intermediate:** 5 minutes  
**Advanced:** 5 minutes

### Objectives

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

1. Demonstrate exceptional or reliable performance of the Power Start skill as measured by the Power Start 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

- Bicycles
- Helmets
- Head barriers
- Allen wrench
- Cones, domes, polypots or chalk to mark riding course
- Red floor tape

### Teacher Overview

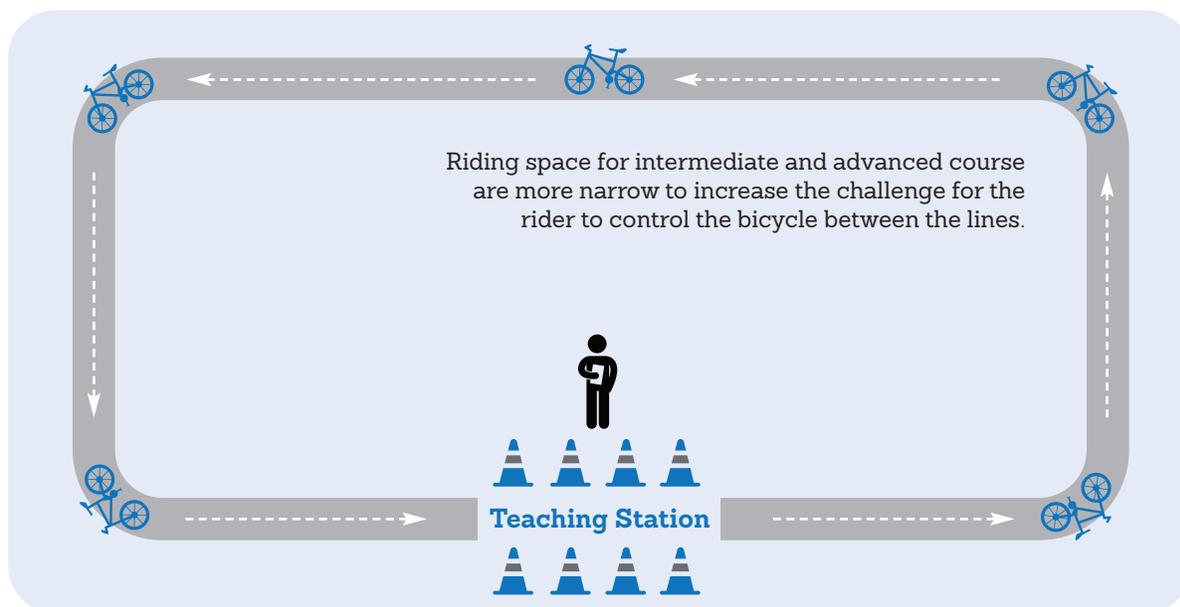
This activity enables the rider to begin riding in a strong, controlled manner. Although a basic skill, this can be challenging for beginning riders who are not comfortable standing on the pedals.

### 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. 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 Power Start skill before demonstrating to students.



## Diagram: Power Start Course



### Directions

1. Introduce this activity using the following prompt:  
*Now we are going to learn how to start riding a bicycle in a strong, controlled manner and prevent hesitation and wobbling.*
2. Use the following sample questions to prompt students' thinking about the content in this activity.  
**Q: Does it matter how you start riding?**  
**A:** Yes, there is a way to start to be more efficient.  
**Q: What might you gain if you started out standing?**  
**A:** Either of the following:
  - Power
  - Stability
3. Explain and demonstrate skills to students in the teaching station reinforcing the following points. Power Start, riders should:
  - Straddle the bicycle and place one foot on the ground, the other foot on the pedal between the 12 and 2 o'clock position. The rider should be standing, not sitting on the saddle.
  - Push down on the pedal moving it to the 6 o'clock position and push off the ground with the other foot at the same time. The rider should be standing above the saddle, coast, and count to three before placing the other foot onto the other pedal.
  - Then sit on the saddle.



4. Instruct students to begin the Power Start.
5. Instruct students to repeat the Power Start, using the other foot on the pedal to start.

**Assessment**

1. Assess performance of the Power Start for each student using the following rubric.

PERFORMANCE RUBRIC: POWER START 

Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student can start immediately, is able to get pedal into the correct position (near 12 o'clock) and start from a standing position, and push off with the ground foot;</p> <p>Student is able to pedal and coast for up to 3 seconds before sitting on the saddle;</p> <p>Student has power to his start.</p>	<p>Student can start immediately, is able to get the pedal into the correct position (near 12 o'clock) and start from a standing position, but may not push off with the ground foot;</p> <p>Student starts with a pedal, but may sit on the saddle immediately instead of coasting;</p> <p>Student may at times not have enough power to get going.</p>	<p>Student can get started more quickly, but may be unable to stand, and instead want to remain seated to start;</p> <p>Student is able to move the pedal into the correct position (near 12 o'clock) in order to begin pedaling when starting.</p>	<p>Student has difficulty starting from a Power Start position and often takes a great deal of time getting started;</p> <p>Student is unable to stand and start, and may not understand how to place the pedal (near 12 o'clock position) in order gain power to start riding.</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 bicycling in a safe manner, and keeping all classmates safe during the bicycling 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 bicycling in a safe manner, and keeping all classmates safe during the bicycling 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 and demonstrate the skill components in the “chute.”
4. Instruct students to keep at least three-bikes-lengths between each rider.

## Differentiating Instruction

### Adapted and Beginner

- Beginning riders will often want to start seated.
- An aide or volunteer may be needed to help beginners as they try a Power Start.
- Pairing more experienced peers with those less familiar with riding could also be useful.

### Intermediate and Advanced

- Challenge these riders to start on an uphill, or in a single-file line while maintaining a safe distance.

## 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-length 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.

