



SKILL-BASED ACTIVITY

Ready Position

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 Ready Position skill as measured by the Ready Position 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

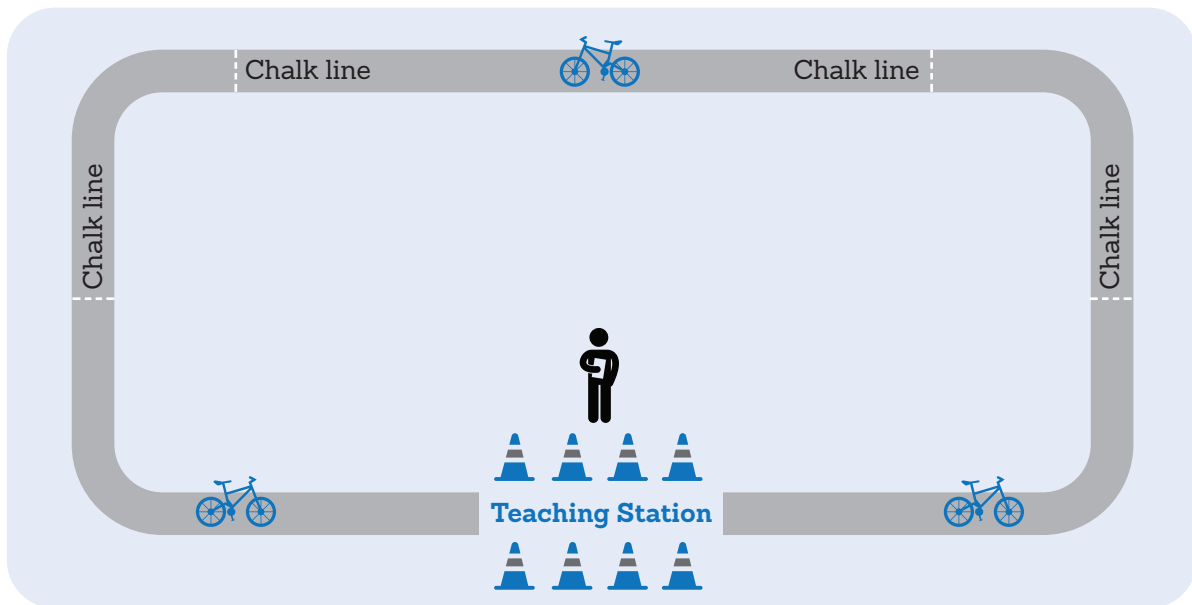
- Bicycles
- Helmets
- Head barriers
- Allen wrench
- Cones, domes, polypots or chalk to mark riding course
- Jump ropes
- Red floor tape

Teacher Overview This activity teaches a body position that enables a rider to be in control of the bicycle and be prepared to absorb bumps, ride over uneven terrain and be ready to make quick stops and turns.

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 the riding course so that it varies in difficulty using chalk lines for less experienced riders and jump ropes for more experienced bicyclists.
3. 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.
4. 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.
5. Practice the Ready Position skill before demonstrating to students.

Diagram: Ready Position Course



Directions

1. Introduce this activity using the following prompt:

Now we are going to learn how to perform the Ready Position. The Ready Position is a body position that helps keep you alert and ready to maneuver the bicycle. It will enable you to quickly control your bicycle if you ride over a bump or uneven terrain. It will also set you up to be able to quickly turn or stop if needed.

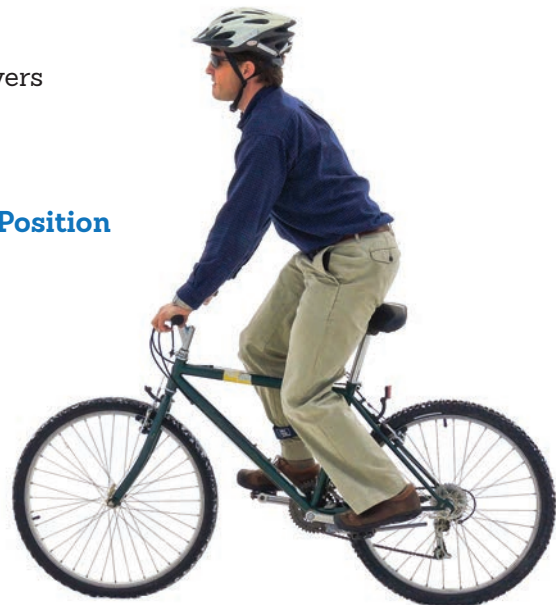
2. Use the following sample questions to prompt students' thinking about the content in this activity.

Q: How might you be prepared to run over something with your bicycle?

A: Any of the following:

- Ready Position
- Standing over saddle
- Fingers on the brake levers

Ready Position





Cue: two fingers
Cue: weight back
Cue: pedals parallel

3. Explain and demonstrate skills to students in the teaching station reinforcing the following points. Riders should:
 - Extend arms with two fingers resting on brake levers without squeezing the levers. **(Cue)**
 - Stand over the saddle, with the majority of weight over the back tire. **(Cue)**
 - Position pedals parallel to the ground, in the 9 o'clock and 3 o'clock position. **(Cue)**
4. Instruct students to perform the Ready Position while coasting through the chute.
5. Ride the designated course and perform the Ready Position when riding over chalk lines or jump ropes representing bumps on the course.
6. Provide more practice opportunities by instructing students to ride multiple laps around the designated course. While students are riding, the teacher should blow a whistle signaling the students to perform the ready position skill for five seconds and then continue riding.

Assessment

1. Assess performance of the Ready Position skill of each student using the following rubric:

PERFORMANCE RUBRIC: READY POSITION



Exceptional	Reliable	Inconsistent	Struggling/ Survival
<p>Student has her fingers ready to brake;</p> <p>Student is standing with pedals in correct position (9 o'clock & 3 o'clock) and has her body weight distributed over the back of the bike;</p> <p>Student is able to maintain some flexibility as she rides in this position, so as to give with the terrain /bump in the road (e.g., railroad tracks).</p>	<p>Student has her fingers ready to brake, is standing in the correct position (9 o'clock & 3 o'clock), but may be unable to position weight over the back tire;</p> <p>Student may still ride in a rigid position, instead of being more flexible.</p>	<p>Student may not have her fingers ready to brake;</p> <p>Student can move her pedals into the correct position (9 o'clock & 3 o'clock), but may be unable to stand;</p> <p>If student does stand, she may be unable to position weight over the rear wheel;</p> <p>Student does have her fingers ready to brake.</p>	<p>Student doesn't have her fingers (if applicable) ready to brake; Student does not understand the Ready Position;</p> <p>Student cannot move the pedals to the correct position (9 o'clock & 3 o'clock);</p> <p>Student's weight is not positioned toward the back of the bike, and she is unable to stand.</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, & 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, & 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, & 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, & 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-bikes-lengths between each rider.

Differentiating Instruction

Adapted

- Divide students into separate courses, as needed, based on skill level. This will ensure a safe riding environment as students ride at a pace and through a course appropriate for their level.
- Beginners may not be able to stand on their bike, but can assume the pedal position (3 o'clock and 9 o'clock) while seated.

Intermediate and Advanced

- To challenge more advanced riders, use small tree limbs, several jump ropes in a row (to resemble a grate), and other small objects.
- Take care to ensure objects will not roll or move and present a safety issue.

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.

