

LESSON 6: Drive My Bike Like a Car



OVERVIEW

Educational Goal: To develop the basic riding skills of scanning and proper positioning on the road.

Preparation

- Set up a riding course based on the included diagram to practice riding in a straight line, scanning and proper positioning on the road. Diagram on page 66.

Topics Covered

- Riding in a straight line and scanning
- Proper positioning on the road

Learning Objectives and Minnesota Physical Education Standards (SEE PAGE VI FOR "STANDARDS")

At the end of this lesson, students will be able to:

- Demonstrate the ability to ride their bicycle in a straight line for at least twenty feet with one hand on the handlebars. (Standards 1 and 2)

Activity Modification:

- *Students riding a handcycle should not be instructed to pedal one-handed due to safety and risk of injury to shoulder while coasting.*

- Demonstrate the ability to scan, or look over the left or right shoulder, to identify the signal given by the teacher. (Standards 1 and 2)

LESSON 6

Timeline



15 MINUTES
Riding with One Hand

64



15 MINUTES
Scanning

68

Materials and Equipment

- Two cones
- Four ropes at least 100 feet long (or use lines on gym floor)
- Chalk (used to mark lines on cement playground or parking lot)
- Two stop signs
- Measuring tape
- Bicycle and helmet for each student



RIDING WITH ONE HAND

Focus Point: Before riding to school or to a friend's house, children first need to have sufficient bicycle handling skills, including the ability to ride in a straight line; ride while scanning the situation ahead, behind, and to the side; stop quickly using the bicycle's brakes without swerving, falling or colliding with anything; and use proper hand signals to communicate riding direction. Knowing how to prepare for a bicycle ride and following the rules of the road are equally as important as having sufficient bicycle handling skills.

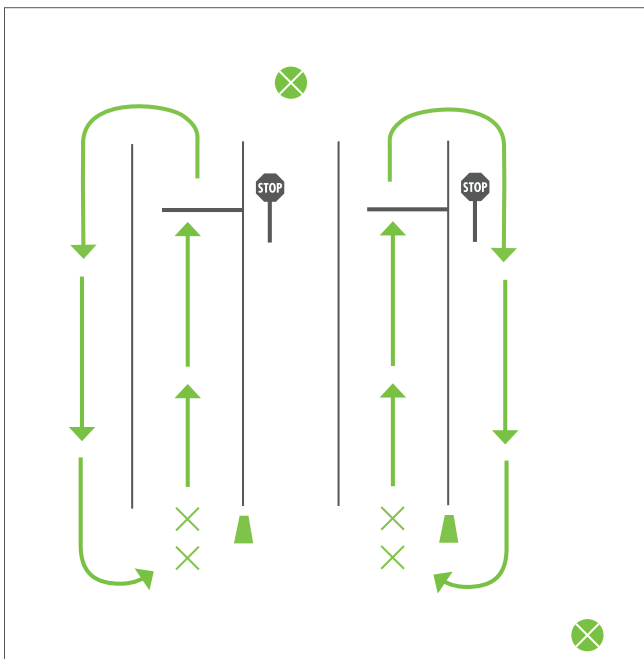
Materials and Equipment

- Bike and helmet for each student
- Two cones
- Four ropes at least 100 feet long (or use lines on gym floor) or chalk (used to mark lines on cement playground or parking lot)
- Measuring tape
- Two stop signs

Preparation

- Use the same course setup from the "Power Pedal" activity in Lesson 5. In the gym, on a cement playground, or in a parking lot, set up two lanes at least 100 feet in length, twelve-feet wide, and marked off with ropes, chalk, or cones. Place a "Stop" sign at the end of each lane.

Use the following diagram to set up the course:



Discussion

- 1 Ask the students:
 - Which side of the road should you ride on?
 - > Bicycles ride on the right side of the street, as far right as is safe.

Review hand signals.

- 2 Instruct the students to get a bicycle and helmet. Ask the students to:
 - Put your helmets on and check for proper fit.
 - Check for proper maintenance (“ABC Quick Check”).
 - Tuck in shoelaces, roll up pants, or tuck pants into your socks.
 - Stand over your bike in straddle position.
 - Hold handlebars with both hands.

Activity Modifications:

- Students with limited fine motor skills or grasp, and/or range of motion may require assistance with putting on or fastening helmets.
- If student is unable to perform “ABC Quick Check” because they are already positioned on their bike, have the student verbally direct you in regards to what maintenance checks should be performed. Alternatively, review “ABC Quick Checks” with student if they need assistance with recall.
- Tuck in shoelaces, roll up pants, or tuck pants into socks. (Assist students with mobility limitations)

- 3 Direct the students to keep their hands on the handle bars, arms straight (not bent), and look over their left shoulder by turning their head only. Ask the students:
 - How far can you see?

Then direct them to look over their right shoulder, arms straight by turning their head only.

Activity Modification:

- Some students may have difficulty looking over their shoulder.. If this is the case, tell the student to make sure they ask their riding partner what is behind them on their left and vice versa.

- 4 Now direct the students to bend their elbows and look over their left shoulder. Ask the students:
 - How far can you see now?

They should be able to see farther, but ask them to look at the handlebars and front wheel.

- Did the front wheel turn? Often you turn the handlebars in the direction you are looking while riding. You could swerve into traffic and crash.

- 5 Demonstrate how to take the left hand off of the handlebars and put it on hip before looking over the

VOCABULARY

Scanning: to look at carefully, usually in order to find someone or something



RIDING WITH ONE HAND

(CONT.)

shoulder. A person can turn farther to see more and the handlebars stay straighter. Now direct student to do so.

- 6 Now, practice riding a straight line with both hands and then with one hand on the handlebars. Remind students:

- *One-handed cycling should be used when looking backward for traffic and signaling.*

Activity Modification:

- *Remind those on a handcycle they should only be “coasting” when riding one handed, never pedaling with one hand, as this could damage their shoulder.*

Activity

NOTE: To save time, combine this activity with “Scanning” (page 70).

- 1 Announce to the students that they will be driving their bikes down the lanes in straight lines. The right lane is for right turns and the left lane is for left turns.
- 2 Review with students to take off from the “power pedal” position (two or ten o’clock position), push down and then drive to the end of the lane with both hands on the handlebars. Ride in a straight line, signal when appropriate and stop at the stop sign. Students in left lane turn left, students in right lane turn right, and return to the line at the start.

Activity Modification:

- *Review with students that are using a handcycle, how to get to the “handcycle power pedal” position (pedal backwards until both pedals are at the 8- and 4 o’clock position).*
- 3 The second time students should ride down their lane with their right hand on the handlebar and their left hand on their hip, also practicing using their hand brakes, and look for the stop signs (could be marked with tape or chalk across the lane). Students practice driving their bike in a straight line without weaving out of their lane. Stress that this exercise is about riding in control and is not a race.

Activity Modification:

- *Students on a handcycle should only take hand off pedal when they are coasting and/or at a stop sign and signaling.*
- 4 The third time students repeat and ride with the right hand off of the handlebars and placed on their hip, also practicing using their hand brake

Activity Modification:

- *Reduce the number of times students complete the course if they have limited strength or endurance.*

- 5 Students repeat two times and add signaling while practicing left/right (one hand only) on the handlebars.
- 6 Stagger the starts so that the next student begins riding when the previous student is just over halfway down the lane.



SCANNING

Activity

Use the course from “Riding with One Hand” (page 66).

- 1 Explain to the students that you and a helper (a student or adult volunteer) will be standing halfway down the lane. The student will ride **past** the teacher or helper and when the teacher/helper yells, “Scan!,” the student should look/scan back to see how many arms the teacher/helper is holding up. Students call out the number of arms they see.

Activity Modification:

- *Explain to students who are unable to fully look behind them due to limited ROM to look ahead of them and in their periphery. Teacher/helper will yell scan when student is approaching and as they are riding past. Alternatively direct the student to ask their riding partner what they see behind them.*
- 2 Instruct two students to go at a time, one from each lane.
 - 3 Students ride with their right hand on the handle bars and their left hand on their hip and in a straight line past the teacher/helper who is standing halfway down the lane. Stress to students when “scanning” (“looking back”) to turn their body, not the handlebars to scan over their left shoulder..
 - 4 Once past the teacher/helper, students scan/look back.
 - 5 The teacher/helper holds up one, two, or no arms. Student should shout out how many arms they saw in the air and continue biking down the lane.
 - 6 Students drive their bicycle to the end of the lane, signaling left or right, then stop and return to the start.
 - 7 Repeat this drill as time allows.