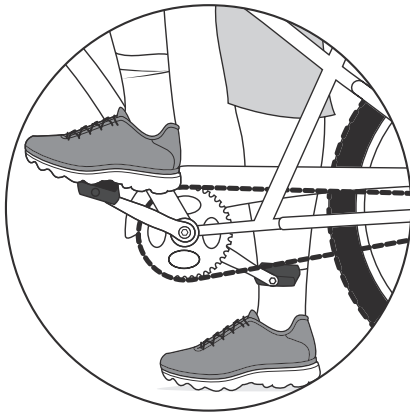
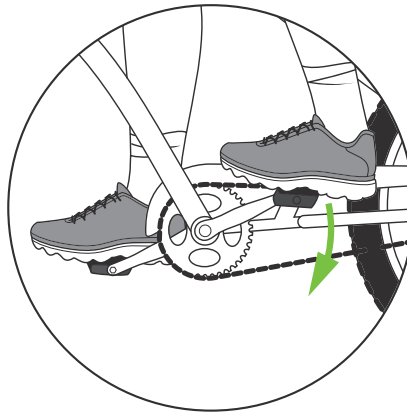


LESSON 5:

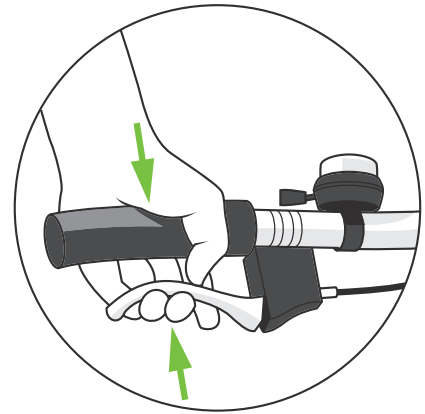
Getting Started and Getting Stopped



GETTING STARTED



GETTING STOPPED
COASTER/PEDAL BRAKE



GETTING STOPPED
HAND BRAKE

OVERVIEW

Educational Goal: To develop the basic riding skills of using the “power pedal” position and braking.

Preparation

- Write the rules of safe bicycling on index cards—one per card.
- Set up two bike lanes for the “power pedal” position and braking activities. Diagram is provided on page 59.

Topics Covered

- Power pedal
- Braking

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

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

- 1 Demonstrate how to put the pedal in the power position and begin from a stopped position. (Standard 2)
- 2 Demonstrate hand signals including left turn, right turn, and slowing while on the bicycle. (Standard 2)

LESSON 5

Timeline



5 MINUTES
Rules of the Road Pictionary
(OPTIONAL) **56**



15 MINUTES
Power Pedal **57**



15 MINUTES
Braking **60**

Materials and Equipment

- Six index cards
- Four cones
- Four ropes at least 100 feet long (or use lines on gym floor)
- Masking tape or painters’ tape
- Measuring tape
- Chalk (used to mark lines on cement playground or parking lot)
- Whiteboard and markers, or Smartboard
- Bike and helmet for each student

BIKE FUN! LESSON 5: Getting Started and Getting Stopped



RULES OF THE ROAD Pictionary

(OPTIONAL)

Focus Point: It is important to review and assess the understanding of topics learned in previous lessons before presenting new information regarding safe biking. It is essential that students have a long-term, basic understanding of the rules of the road, remember to do the “ABC Quick Check” before each ride, and fit their helmet properly.

Materials and Equipment

- Six index cards
- Whiteboard and markers, or Smartboard

Tips to Differentiated Learning

- Kahoot may be used as an alternative to the Pictionary game. This allows use of technology that students may be more familiar with and adaptations are made easier. <https://kahoot.com/>

Discussion

- 1 Review with students that bicyclists must follow the same rules of the road as drivers of automobiles. By Minnesota law, bicycles are defined as vehicles, so bicyclists must follow the same laws as motorists. To bike safely, we need to know Minnesota laws for operating your bicycle.
- 2 Ask students to recall the five key rules for bicyclists:
 - *Ride in the same direction as traffic, not against traffic.*
 - *Obey all traffic signs.*
 - *Ride on the road, not sidewalks.*
 - *Use hand signals.*
 - *Stay to the right.*

AND. . . *Always wear a helmet. While Minnesota does not currently have a law requiring bicyclists to wear a bicycle helmet, it is highly recommended.*
- 3 Review with students that our bicycle must act like a car. Here are some reasons:
 - *The law requires cyclists to ride with traffic (in the same direction as cars).*
 - *Motorists should expect to see bicycle traffic coming alongside them. In order to be seen, bicyclists must ride where motorists expect to see them, on the right.*
 - *Traffic control devices (e.g., stop signs and traffic lights) face the normal flow of traffic.*
 - *Riding the wrong way facing traffic can lead to getting hit; a motorist could turn unexpectedly into you.*
- 4 Play a game of Pictionary of the rules of the road.
 - Have six index cards, one with each of the five key rules and one with the extra “rule” to always wear a helmet.
 - Pick a volunteer to be the first “drawer.” Have that student draw a picture of the rule of the road on the whiteboard or Smartboard without using any words.
 - The rest of the class guesses the rule of the road that the “drawer” is drawing.
 - The first student who guesses correctly is the next “drawer.”
 - Continue to play the game until all six index cards have been drawn and correctly guessed.



POWER PEDAL

Focus Point: Sometimes getting rolling is the hardest part of riding a bike. This lesson teaches the “power pedal” position that helps the rider begin pedaling quickly and efficiently. The “power pedal” is a “take-off” position that gets the bike off to a quick start.

Materials and Equipment

- Bike and helmet for each student
- Two cones
- Four ropes at least 100 feet long
- Two stop signs
- Spray chalk
- Open space to set up course

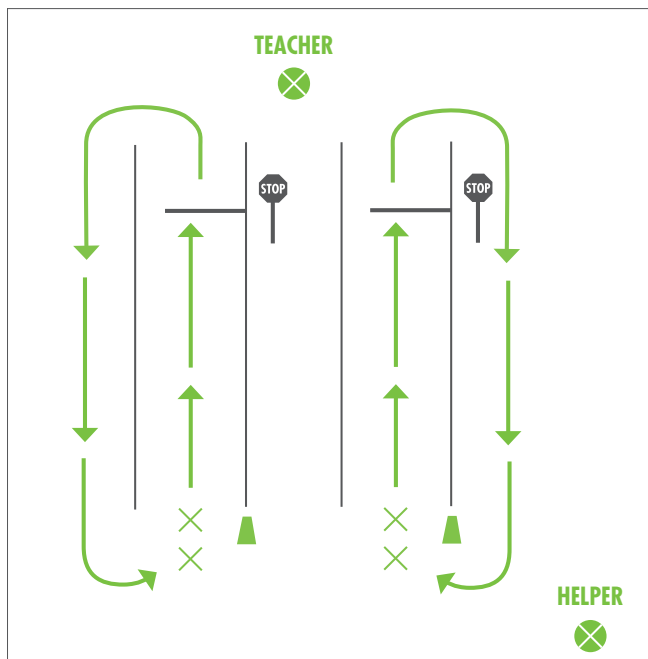
Preparation

- In a 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.

Tips to Differentiated Learning

- If student needs additional time to get on their bike, consider getting the student on the bike before the lesson begins, in order for the student to keep up with the rest of their peers.

Use the following diagram to set up the course:



BIKE FUN! LESSON 5: Getting Started and Getting Stopped

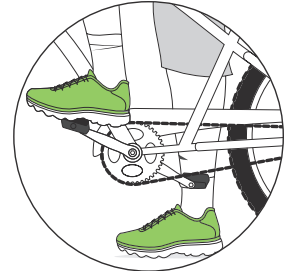


POWER PEDAL

[CONT.]

Discussion

- 1 Ask students:
 - Do you ever have trouble getting your bicycle moving from a stop?
- 2 Demonstrate to the class the “power pedal” position with the following explanation:
 - The “power pedal” position helps you start to pedal in the most powerful way by giving you the most leverage on your first push of the pedal.
 - To get to this position, backpedal slightly until right pedal is at the two o'clock position or the left pedal is at ten o'clock. This will be the push-off pedal. Starting from this position allows us to push down on the pedal as we lift our body on to the seat and move forward.



Activity Modification:

- To get to the “power pedal” position on a handcycle, pedal backwards until both pedals are at the 8 and 4 position. Starting with the pedals in this position allows you to use the strength of your upper body and torso to push the bike away from you.
- 3 Instruct students:
 - Put on your helmet, go to your bikes and do an “ABC Quick Check.” Then stop and straddle your bikes and wait for further instructions.

Activity Modifications:

- If student is unable to perform “ABC Quick Check” because they are already positioned on their bike, have the student verbally direct you by asking them to tell you what maintenance checks need to be performed before riding. Alternatively, review “ABC Quick Check” with student if they need assistance with recall.
- Students with decreased muscle strength, may need a “push off” from behind given by a teacher or assistant but allow them to attempt to get started on their own first.
- Students on adaptive bikes should not be encouraged to lift their body when pushing down on the pedal to begin cycling.

Activity

- 1 Instruct students:
 - With students on their bikes, line up “shoulder to shoulder” facing the teacher. Number off by three.
- 2 Call out a number (one, two, or three) and students of that number will “Go.” Instruct students to put one foot on the “**down**” pedal and push off with their other foot on the floor to see how far they can travel. Ask students:
 - How far can you coast?



POWER PEDAL

(CONT.)

- 3 Now instruct students to use the **“power pedal”** technique. Direct them to:
 - *Backpedal slightly until one pedal is at the two or ten o’clock position, the “power pedal.”*
 - *Starting from this position, push down on the pedal and lift your body on to the seat and pedal.*
- 4 Ask students:
 - *Which pedal position works best?*
- 5 Instruct students to line up single file in two lines at the start of each lane on the course. The first student in each line rides down his/her lane and looks for the stop sign (these could be marked with tape or chalk across the lane.) Explain to the students that the right lane is for right turns and the left lane is for left turns.
- 6 Direct students to take off in the “power pedal” position and drive toward the end of the lane to the “Stop” sign. Each student says aloud “Stopping,” gives a hand signal, stops, places one foot on the ground, and looks left-right-left for traffic. Explain that communicating “Stopping” verbally and with a hand signal is especially helpful if they are riding in a group with others behind them.

Activity Modifications:

- *Remind students to take turns slow and wide, and to not get too close to the bike in front of them.*
 - *Walk alongside or behind students who need assistance starting or stopping.*
 - *For students that are unable to make the stop signal with their hand, have them do just the verbal announcement, “Stopping.”*
 - *For students who are unable to use their foot to assist them in stopping, have them stop their bike properly and then look left, right, left.*
- 7 The next group of students begins as the first group is approaching the stop sign.
 - 8 Students execute the drill two times in each lane.

Activity Modification:

- *Have students with limited endurance complete one lap as opposed to two.*

BIKE FUN! LESSON 5: Getting Started and Getting Stopped



BRAKING

Focus Point: For children, the most frequent cause of bicyclist/automobile crashes is the bicyclist's failure to yield right-of-way. Bicyclists must stop when they exit a driveway or enter any road, and at intersections with stop signs or red lights. This activity ensures that students can perform essential safety techniques such as starting and stopping quickly and effectively.

Materials and Equipment

- Bike and helmet for each student
- Four cones
- Four ropes at least 100 feet long or spray chalk or sidewalk chalk
- Four "Stop" signs
- Open space

Preparation

- Use the same course from the "power pedal" activity. In a 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 fifty-feet and at the end of each lane.

Tips to Differentiated Learning

- Many adaptive bikes have a coaster or "back pedal brake". Work with the student to make sure they understand how to stop and have them demonstrate this knowledge prior to participating in the activity with other students.

Discussion

- 1 Review hand signals: right, left, and stop.
- 2 Ask students:
 - Which hand powers the rear brake?
 - > The right hand.
 - Why is it important to know the difference between the left hand brake and the right?
 - > If you press too hard on the left brake, which powers the front brake, you could fall over the top of your handlebars.

NOTE: Depending on the child's age and their bicycle, some students might not have hand brakes but have rear coaster brakes. If that is the case, instruct students with coaster brakes that they need to pedal backward to "put the brakes on."



BRAKING

[CONT.]

Activity

NOTE: The concepts practiced in this activity may be combined with the previous activity “Power Pedal.”

- 1 Divide students in two groups; single file behind each lane.
- 2 One student from each line goes at a time.
- 3 Students should begin riding in the “power pedal” position.

Activity Modification:

- *Students with decreased muscle strength, may need a “push off” from behind given by a teacher or assistant at start of activity.*

- 4 Students ride down lane; look for the first stop sign placed fifty-feet down the lane.

Activity Modifications:

- *Walk alongside or behind students who need assistance starting or stopping.*
- *Provide verbal cuing to break slowly prior to the student approaching the stop sign.*

- 5 Students signal stop, brake with both brakes, stop, and straddle bike.
- 6 Students use “power pedal” position to begin again.
- 7 Students repeat drill at the second stop sign, but need to signal which direction they will be going.
- 8 Students ride back to the same start lane.
- 9 Students execute the drill two times in each lane.

Activity Modification:

- *Have students with limited endurance or strength complete the activity just once.*