

# Lesson 6

**Focus:** Navigating the Cycling Environment

**Materials:** 10 helmets, 10 bicycles, parking lot area 90-100 feet long and 20 feet wide, 100-foot tape measure, chalk, dome cones or flat markers (poly spots), large cones to represent stop signs and other traffic signals

**Objectives:** The students will be able to:

1. apply the basic principles of balance and control to riding on sidewalks and streets.
2. identify the appropriate procedures for scanning and signaling in sequence.
3. recall the principles of riding bikes from a driveway, through an intersection, and crossing streets.

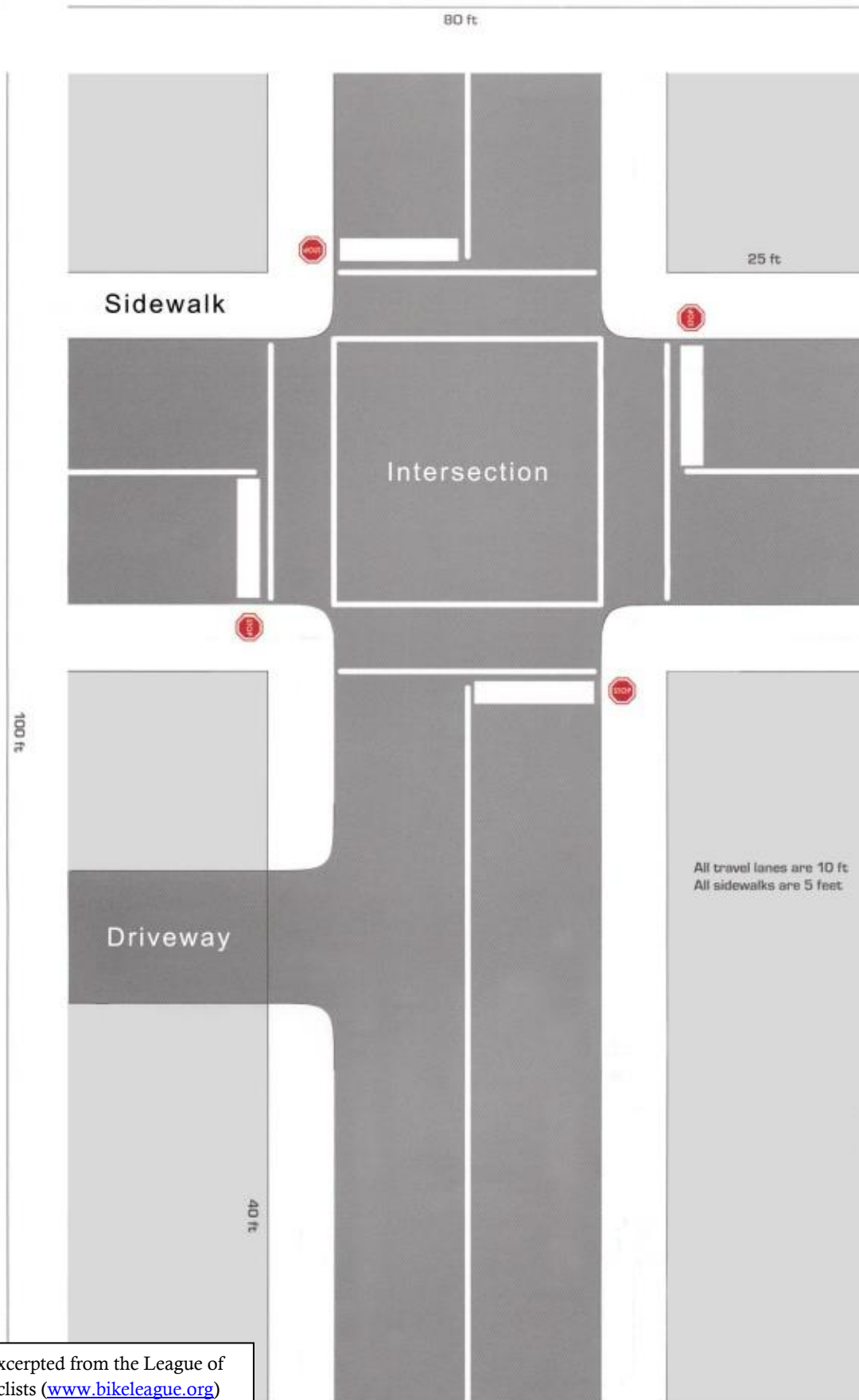
**Key Points:**

- Proper hand signals in biking are essential for safety and to avoid injury.
- When using sidewalks for bicycle travel, cyclists are expected to cross intersections by walking within crosswalks (act like pedestrians).
- When exiting a driveway, a bicyclist should always look right-left-right and then signal his/her turn into the road.
- Bicyclists have three choices at an intersection: riding straight through the intersection, taking a left turn, or taking a right turn.
- Academic Language: hand signals, traffic signals, pedestrians, intersections

**Introduction to Lesson (Anticipatory Set/Outdoors):**

“A bicycle is a legal vehicle in the state of South Carolina: True or False (True!). In most states, including South Carolina, bicycles operating on the road are considered vehicles. To be safe and legal, bicyclists must follow traffic rules and use hand signals. Doing so makes cyclists predictable to motorists and keeps everyone safer. In this lesson, we will review the practices of scanning and signaling, street crossings, entering the street from a driveway, and crossing intersections. We will practice these skills by using another type of neighborhood simulation outdoors.”

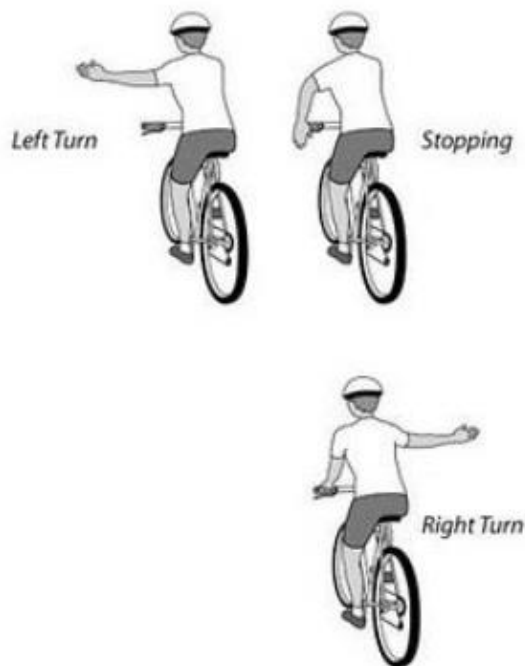
**Notes on Parking Lot Diagram for Lesson 6.** Diagrams are provided to give physical education teachers an idea of how the Lesson 6 learning activities may be laid out in a parking lot or on another paved surface. Exact replication of this diagram is not necessary – but care should be taken to include essential elements and to allow student groups to practice comfortably. Sidewalk chalk is excellent for the drawing of diagrams in a parking lot. Tennis ball halves make excellent course markers (standard: placed 10 inches apart), but damp sponges or chalk marks may be substituted. Markers should not create a hazard when run over and should be close enough to the ground not to impede pedaling.



This drawing excerpted from the League of American Bicyclists ([www.bikeleague.org](http://www.bikeleague.org)) education curricula with permission.

## Learning Activity 6-1: Signaling Practice

- Practice signaling without bicycles to promote student attention.
  - Align students shoulder-to-shoulder with space between them.
  - Teacher should demonstrate the proper technique for signaling right and left turns and for stopping – teacher should face direction students are facing.
  - To signal right turn, extend right arm parallel to ground to the right.
  - To signal left turn, extend left arm parallel to ground to the left.
  - To signal stopping, cyclists signal with an extended left arm, the upper portion of the arm parallel to the ground and the lower arm perpendicular to the ground.
  - Practice signaling for a stop, encouraging students to return both hands to the bicycle handlebar in order to properly apply the brakes.



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- Practice scanning (over the shoulder) and signaling in sequence
  - Discuss keeping both hands on the bicycle handlebars when making turns.
  - Demonstrate scanning behind to determine traffic flow and to indicate upcoming signals.
  - Signals should be held for at least two seconds, scan once more for safety, and then perform the indicated maneuver.
- Practice scanning, signaling, and scanning again for left and right turns in groups of three; repeat these practices individually on bicycles with the use of the intersection layout.

## Learning Activity 6-2: Street Crossing Practice

- Use the intersection layout to demonstrate using crosswalks at intersections to cross from one sidewalk to another.
  - Separate the class into two groups so they may practice at two different intersections with crosswalks.

- This is a predictability issue: people using crosswalks should act as pedestrians.
- Students should practice traveling on the sidewalk and stopping at the intersection, dismounting their bicycles, and crossing in the crosswalk on foot; students may mount their bicycles when once again on the sidewalk at the far side of the intersection.

### **Learning Activity 6-3: Entering Street from Driveway Practice**

- Use the intersection layout to demonstrate the procedure for entering the street from a driveway.
- Have students ride one by one to the edge of the driveway, look left-right-left, and signal and turn right to ride along the right side of the street. Have students practice this in 2-3 groups at 2-3 designated driveway areas.
- Students should return to the end of the line to repeat the procedure.
- Once students have had sufficient practice exiting the driveway to the right, have them practice turning left from the driveway, crossing the street, and riding along the right side of the street.

### **Learning Activity 6-4: Crossing Intersections Practice**

This drill gives students practice at stopping at intersections, making right and left turns at intersections, and proceeding straight through intersections. The teacher should explain and demonstrate the procedure for this drill, which entails riding continually and not pausing between parts 1, 2, and 3:

#### **1. Making a right turn:**

- Enter the street and ride on the right side to approach the intersection.
- At the intersection, come to a complete stop and signal right.
- Scan left, right, and then left again, and make the right turn.
- Ride for several yards and make a U-turn to return to the intersection in the right lane.

#### **2. Riding straight through:**

- Approach the intersection.
- At the intersection, come to a complete stop and scan left, right, and then left again.
- Cross the intersection.
- Ride for several yards and make a U-turn to return to the intersection in the right lane.

#### **3. Making a left turn:**

- Approach the intersection in the right lane, but scan, signal and move to the left third of the right lane before stopping.
- Come to a complete stop and scan left, right, and then left again.
- Cross the intersection and turn left.
- Continue to ride along the right side of the street and stop.

- 4. Notes:** Students performing this drill should proceed one at a time so that they ride in a single file line with significant space between riders. The teacher should position herself/himself in the center of the intersection in order to monitor all parts of the layout. As students complete the drill, the teacher may want to direct students to the start of the drill to perform it multiple times, or it may be better to direct students to lap a larger area once or twice between rotations through the drill layout.

**Closure.** Review the practices of scanning and signaling, street crossings, entering the street from a driveway, and crossing intersections. Conduct a short discussion on parental permission for riding bicycles in the streets and in students' neighborhoods. Ask students if they have parental permission to ride in the streets. Encourage students to share the information learned in this lesson with their parents. Preview next lesson on navigating and being seen by motorists (indoor lesson; may be used in a different sequence depending on the weather).