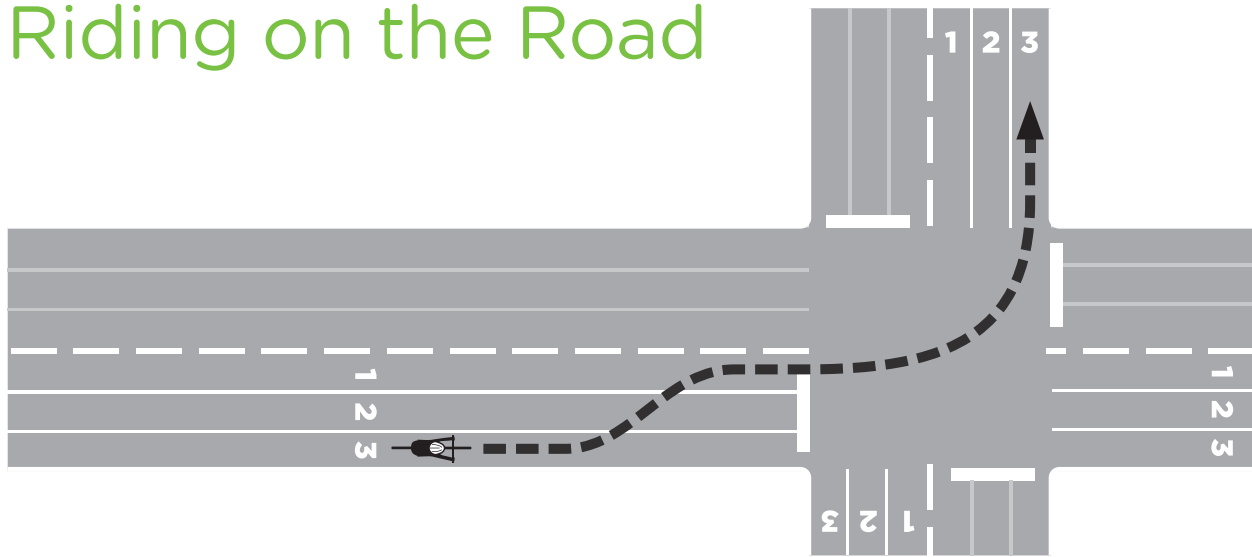


LESSON 7:

Riding on the Road



OVERVIEW

Educational Goal: To understand how to drive a bike like a car by being predictable, riding on the right, making proper turns, and navigating intersections.

Creative Class Time Needed

- Written for a thirty-minute block, although a sixty-minute block is recommended. One suggestion is to coordinate the schedule with other teachers so that the lesson can be combined with a physical education class.
- Another option, have one class spend extra time in another specialist class and then switch this later in the week to give every class equal time.

Preparation

- This lesson puts students on the road to practice essential riding skills. For safety reasons, the best option is to use a quiet street near the school with a low volume of traffic.
- If an acceptable street is not available, consider getting permission from the city for this lesson to barricade a section of street near the school that has at least one hundred feet of straightway and intersection.
- As a final option, set up a course in the parking lot.
- Invite volunteers to help with the on-the-road activities.

LESSON 7

Timeline



30 MINUTES
Drive Your Bike Like a Car

71

Materials and Equipment

- Transparency of intersection
(RESOURCE GUIDE PAGE 148)
- Overhead projector or Smartboard
- Erasable markers
- Bike and helmet for each student
- Sidewalk chalk or spray chalk
- Boxes to act as vehicles (OPTIONAL)
- Printout of vehicles
(RESOURCE GUIDE PAGES 140-42)
- Four cones (OPTIONAL)
- Four ropes at least 100 feet long
(OPTIONAL)
- Measuring tape
- One adult volunteer per five to eight students
- Safety vest for each adult
- Cones to act as safety aids or barricades to block off street

OVERVIEW

(CONT.)

Topics Covered

- Being predictable
- Riding on the road
- Navigating intersections

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 the proper positioning while riding on the road. (Standards 1, 2, and 4)
- 2 Demonstrate how to drive their bicycle safely through an intersection. (Standards 1, 2, and 4)



DRIVE YOUR BIKE LIKE A CAR

Focus Point: It is vital that children learn where to position themselves in the road, especially when on a bicycle approaching intersections and with respect to making left and right turns. Predictable, safe bicyclists communicate with other vehicles by using appropriate positioning and proper hand signals. Proper lane or appropriate positioning means driving your bike on the street in a way that communicates to others where you plan to go next and that you understand the rules. Many people choose to ride too far to the right in a position that isn't safe. When you ride too far to the right, motorists may not understand which direction you are going and may not see you.

Materials and Equipment

- Transparency of intersection (RESOURCE GUIDE PAGE 148)
- Overhead projector or Smartboard
- Erasable markers
- Bike and helmet for each student
- One adult volunteer per five to eight students
- Safety vest for each adult
- Enough cones to act as safety aids or barricades to block off street
- Sidewalk chalk or spray chalk
- Boxes to act as cars (OPTIONAL)
- Printout of vehicles (RESOURCE GUIDE PAGES 140–42)
- Four cones (OPTIONAL)
- Four ropes at least 100-feet long (OPTIONAL)
- Measuring tape

Preparation

- The activity is written for a thirty-minute block, although a sixty-minute block is recommended.
- This activity can be completed on a real street with a barricade if a city permit is obtained.
- Invite volunteers to assist with outdoor activity.

Discussion

- 1 Explain again to students that bicyclists must ride on the right side of the road and in a straight line to be predictable, as practiced in Lesson 5. But what happens when they travel through intersections? Use the intersection overhead and erasable markers to demonstrate where to ride on the road when going straight, turning right or left.
- 2 On the overhead, label each lane of travel: “1” (inside), “2” (middle), “3” (outside or right), and an arrow to indicate the direction of travel.



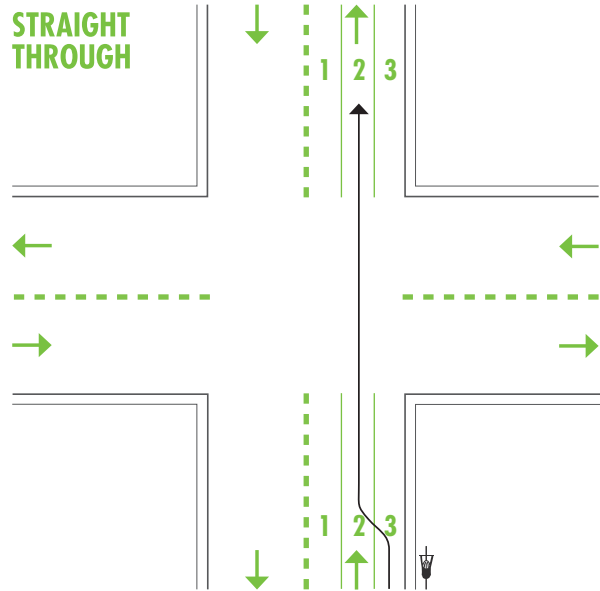
DRIVE YOUR BIKE LIKE A CAR (CONT.)

- 3 Draw and explain going straight through an intersection with the following example:
- The bicyclist normally rides in position “3,” several feet from the curb and remains in position “3” when going straight through an intersection. The bicyclist moves into position “2” if moving straight through the intersection.

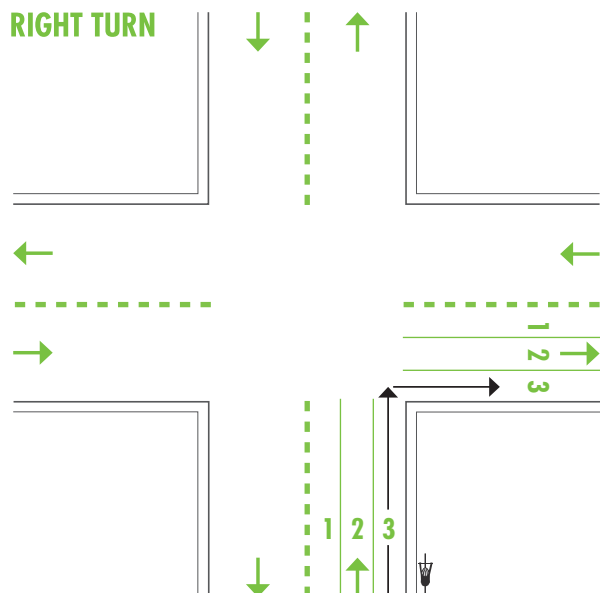
NOTE: There are number of reasons for a bicyclist to move into position “2” on the roadway. They include when passing parked cars and/or navigating objects. If there is any indication or concern about the lane being too narrow to share with motorists, the bicyclist should move from position “3” to position “2.”

- 4 Draw and explain taking a right turn at an intersection with the following example:
- The bicyclist normally rides in position “3” and remains in position “3” when signaling and turning right through an intersection. Signaling should occur one hundred feet (about two houses) before turning.
- 5 Demonstrate the proper procedure for making a right turn.
- Scan behind for oncoming traffic when approaching the stop sign.
 - Remain on the right hand side of the road in position “3.”
 - Give your right hand turn signal at least one hundred feet before the intersection.
 - Stop at the stop sign, look left, right, and left again.
 - When clear, give right hand signal once again before proceeding to turn right.
 - Move into position “3.”

TWO-LANE ROADWAY



TWO-LANE ROADWAY



6 To reinforce this skill, you should pretend like you are riding a bicycle and demonstrate this maneuver.

7 Ask if there are questions, and then instruct students to practice the same maneuver.

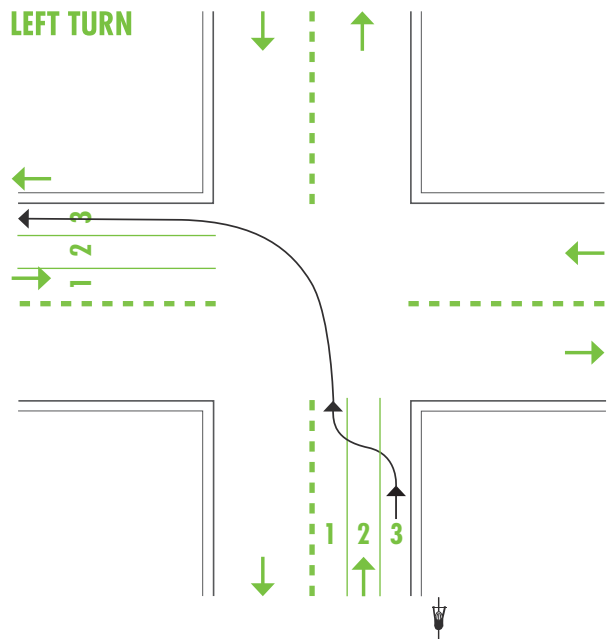
8 Draw and explain taking a left turn at an intersection with the following example:

- *The bicyclist normally rides in position “3” but when turning left, they must move to position “1.” To get to position “1,” they **must** scan over their left shoulder first and check for traffic, signal a left turn and then move to position “1.” They turn left and will go to position “3.”*
- *To demonstrate, the teacher should pretend like they are riding a bicycle and demonstrate this maneuver in the classroom by “riding, scanning, signaling, moving, scanning, and moving to the left.”*

9 Ask if there are questions. Instruct students to practice the same maneuver before getting outside on the bikes.

10 Transition outside to get bikes and helmets.

TWO-LANE ROADWAY



Activity Modification:

- *Provide assistance to students who may need help transferring on/off their bikes and putting on their helmets.*

BIKE FUN! LESSON 7: Riding on the Road



DRIVE YOUR BIKE LIKE A CAR

(CONT.)

Activity

NOTE: A good place for this activity is at an intersection near the school where there is a four-way stop with school zone signs nearby. If one is not available, use an intersection close to school with low traffic volume so as not to interfere with regular traffic and to help ensure student safety. Teacher and volunteers should be wearing safety vests for visibility.

- 1 Use sidewalk chalk or spray chalk to label the lane with the appropriate “1,” “2,” and “3” positions (like on the overhead diagram). Teacher should stand in the middle of the intersection throughout this activity and have one volunteer stand at least twenty or thirty feet from the corners to help the students know when to start scanning, signaling, and moving. Explain to students that they will be practicing proper position on the road at an intersection.
- 2 Have the students complete an “ABC Quick Check” on their bicycles and line up side-by-side with their bikes facing you, straddling their bikes. Practice hand signals.
 - *Stopping (left hand down, arm bent down at elbow)*
 - *Right turn (right arm and hand straight out to the right)*
 - *Left turn (left arm and hand straight out to the left)*

Activity Modification:

- *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.*

- 3 Show students the three positions labeled on the road with chalk.
- 4 Divide the class into two groups or more depending on the number of volunteers available. (Recommended ratio is one adult per five to eight students.) Place groups at intersections, approximately 100 feet before the stop sign.

Activity Modifications:

- *Place students with limited endurance 25 yards before the stop sign.*
- *If a student needs to reposition on a handcycle in an intersection, provide assistance.*

A. RIGHT TURNS

Have the students practice making right turns one at a time at each stop sign. Remind them to aim for the number of the position they need to be in when making a right turn.

B. STRAIGHT THROUGH AN INTERSECTION

Discuss and demonstrate the proper road position for a “straight through” movement in an intersection. When traveling straight through an intersection, bicyclists should remain in position “3.”

- Scan behind for oncoming traffic when approaching the stop sign.
- Continue in position “3.” This will inform motorists of your intent to go straight through the intersection and prevent any right turning cars from pulling in front of you and cutting you off.
- Remember to aim for the number “3.”
- Give your signal for stopping. Stop at the stop sign, look left, right, and left again.
- When clear, move straight through the intersection. Remain in position “3.”
- Make a U-turn and line up in the new lane.

C. LEFT TURNS

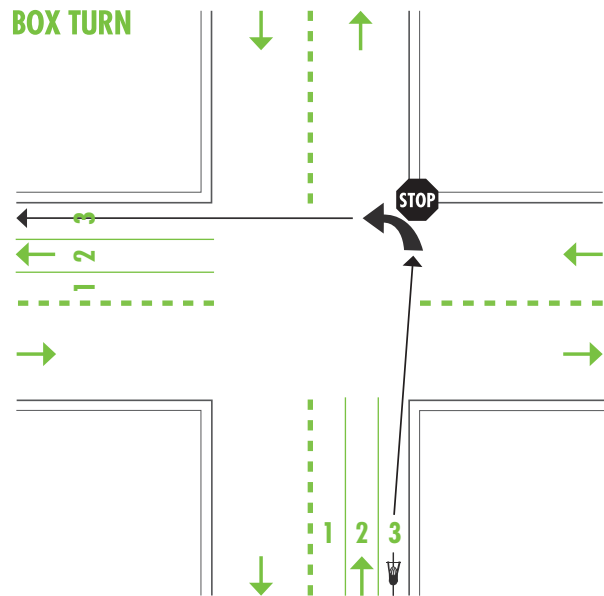
Discuss and demonstrate the proper traffic procedure for left turns.

- Scan over your left shoulder for traffic.
- While scanning, give the left hand turn signal.
- Move to the left side and into position “1” when it is clear and safe to do so.
- Stop at the stop sign, look left, right, left, then look across the intersection to be sure there is no traffic coming straight through.
- Proceed through the intersection and move to position “3” after making the left turn.

NOTE: In the absence of proper infrastructure for left hand turns or in the presence of traffic congestion, a **box turn** is recommended. Make a box turn by riding through the intersection, then repositioning behind the crosswalk at the new corner of the intersection and wait for a green light. If there is no traffic light, wait until it is clear to go. If space does not allow the bicyclist to be behind the crosswalk, they may stop in it and allow any pedestrians to cross. A bicyclist can also dismount their bike and use the crosswalks.

TWO-LANE ROADWAY

BOX TURN



- 5 After everyone has completed all three intersection movements, gather the class and ask:
 - How does the bicyclist's position in the road tell motorists what the bicyclist is planning to do?
 - What are the proper procedures for making turns? For stopping? For proceeding safely through an intersection?