



Cooperative Riding



Time: 30-45 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote student retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through students' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Teachers should use their discretion to break up material to accommodate their daily schedules. The following Skill Building Activities are an essential component to this curriculum, and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.

Lesson Objectives

The objective of this lesson is to develop a child's on-bike skills to cooperate with others while using the roadway. With additional practice, they will become more skilled in controlling the bicycle while being able to perform these cooperative tasks.

The children will be able to:

- Scan over their shoulders,
- Follow other cyclists safely,
- Signal appropriately, and
- Interact safely with other cyclists.

Why This Lesson is Important

This lesson helps children further develop their on-bike skills as well as techniques for interacting safely with pedestrians, other bicyclists, and motor vehicles in preparation for eventually riding on the road. These skills also lay groundwork for children to understand principles of interacting with bicyclists and pedestrians when they are old enough for a driver's license.

Essential Standards

<p>PE.2.MS.1.2: Execute a variety of manipulative skills while maintaining good balance and follow-through.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>PE.2.MC.2.1: Use equipment to illustrate multiple movement concepts.</p> <p>PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p>	<p>PE.3.MS.1.2: Apply basic manipulative skills while moving/traveling.</p> <p>PE.3.MC.2.1: Illustrate how practice, attention and effort are required to improve skills.</p> <p>PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.3: Understand necessary steps to prevent and respond to unintentional injury.</p>
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Common Core

<p>CCSS.ELA-Literacy.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CCSS.ELA-Literacy.L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>CCSS.ELA-Literacy.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self determination to build independence.</p>
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Materials

- Instructor bicycle
- One bike for each child
- Bicycle helmet for each child and instructor
- Extra helmet sizing pads of various thicknesses
- Surgical or painter's cap for each child (wear under helmet to keep it clean)
- Small zip lock bag for each child, labeled with his/her name (to store caps between lessons)
- Bicycle tools (2 sets): assortment of crescent and open-end wrenches for seat and handlebar adjustments, regular and Phillips screwdrivers, Allen wrenches
- Bike pump(s)
- Bike Control Course Activities
- Bike Control Course Set Up Diagram
- 2 rolls of 2" masking tape
- 10' or 12' tape measure
- Whistle
- Props: 2-3 Hazards (These can be created with masking tape, rubber shower mats, or plastic discs. The goal is to symbolize a hazard in the roadway without endangering the children.)
- Parent/Caregiver Tip Sheet
- Child Assessment – Final Skills Checklist for Grades 2-3 (Class)
- Child Assessment – Final Skills Checklist for Grades 2-3 (Individual)

Preparation

Check general condition of helmets and bikes.

With masking tape, lay out the course according to **Bike Control Course** diagram found in the materials section.

NOTE: The course should be set up so that there is sufficient space for children to circle around the course on their bikes to go through the course again.

Review and prepare the **Final Skills Checklist for Grades 2-3**. The checklist should be sent home after the Skill Building Activity along with the Parent/Guardian Tip sheets included in this lesson. Copy the individual checklist onto the back of the Parent/Caregiver Tip Sheet.

An assistant is needed for the Scan over Shoulder activity. In addition, it is helpful to have additional volunteers on hand during class time to assist with preparing bicycles and helmets or conducting skill-building activities. Coordinate with assistants in advance.

Lesson 5 – Demonstration and Skill-Building Activity



► Time: 30-45 minutes

1. Signal Turns
2. Scan over Shoulder
3. Follow the Leader
4. Hazard Dodge

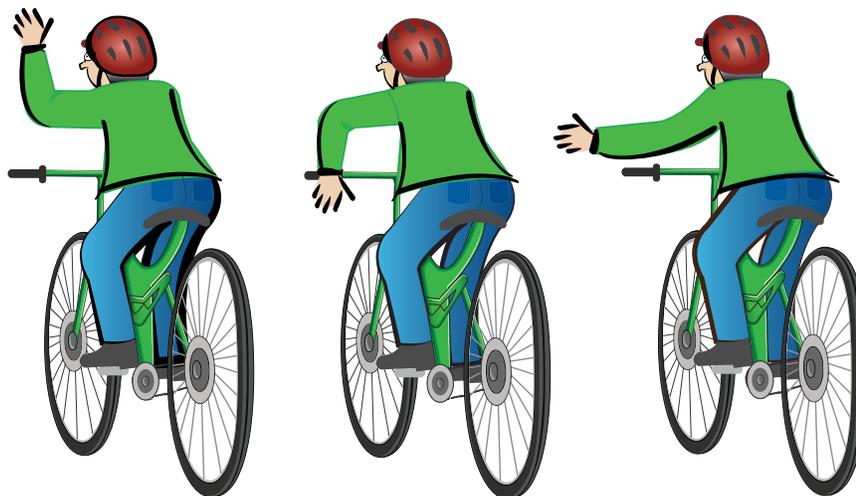
Introduction

Have children put on helmets and check that they fit securely. Have them perform an ABC Quick Check on their bikes. In Lesson 4, they signaled and turned right to go back to the beginning of the course; in Lesson 5, they will practice signaling and turning left.

Assess skills using the **Child Assessment – Final Skills Checklist for Grades 2-3 (Class)** during the lesson.

1. Signal Turns

Have children ride through the **Bike Control Course** to practice controlling the bike in a straight line while using hand signals. This exercise is a step in getting them comfortable controlling the bike while performing a hand signal, therefore they are not required to turn the bike at this stage.



Right Turn

Slow or Stop

Left Turn

- While straddling their bikes, have children demonstrate the signals for left turn, right turn and slowing/stopping.
- Explain that hand signals are to show others what you are about to do.
- Have the children ride the course, giving the slowing/stopping signal, stop at the end and signal a left turn and look for vehicles, then turn left and circle back to the beginning.
- Have all children complete the course (several times is optimal). Have them try to hold each signal they perform for 2-3 seconds.

2. Scan over Shoulder

Have children ride the **Bike Control Course** to practice controlling the bike while scanning behind them. An assistant will stand to the left of the course behind the child with one arm either up or down as each child goes through the course.

1. Have each child ride the course. Instruct the children to look back over their left shoulders once they have good control of their bikes.
2. The child has to look back and call out “Arm Up!” or “Arm Down!” while riding in a straight line.
3. When the rider nears the end of the course he/she gives the slowing/stopping signal and stops at the end. Instruct children to give a left turn signal, then turn left to circle back to the beginning.

3. Follow the Leader

Instruct children to practice the following skills, which teach them to ride cooperatively with others on the **Bike Control Course**. Instruct them to be aware of what is happening around them and to keep a safe distance between each other.

- Designate a more skilled child to lead off and have all the other children follow with at least one bike length between children. The leader will signal slowing/stopping then stop at the end.
- The leader can choose whether to turn right or left and signal accordingly with all children behind doing the same.
- Have children go through the course at least twice with a different leader each time.

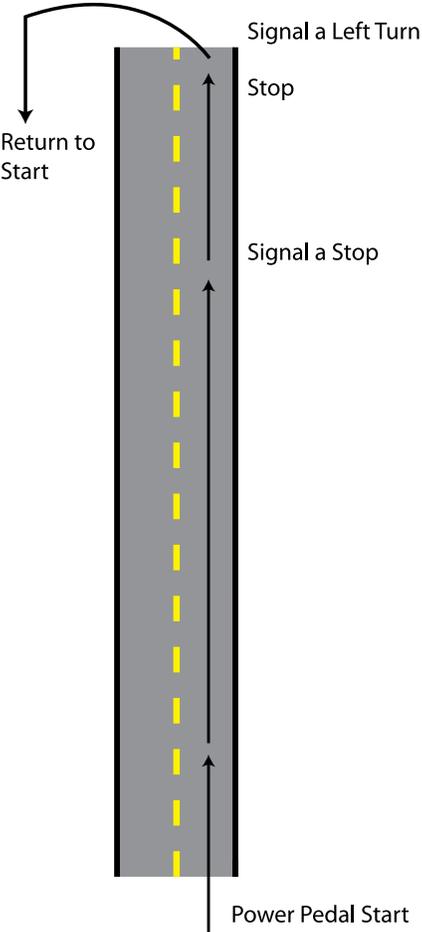
4. Hazard Dodge

In this exercise, children will react to simulated hazards on the **Bike Control Course**. They will practice checking over their shoulders to make sure it is clear to change lanes. Place 2 to 3 “hazards” in the right lane of the course, spaced out so that children have time to move back into the right lane before encountering the second hazard. TIP: Place the hazard so there is no room to pass it on the right.

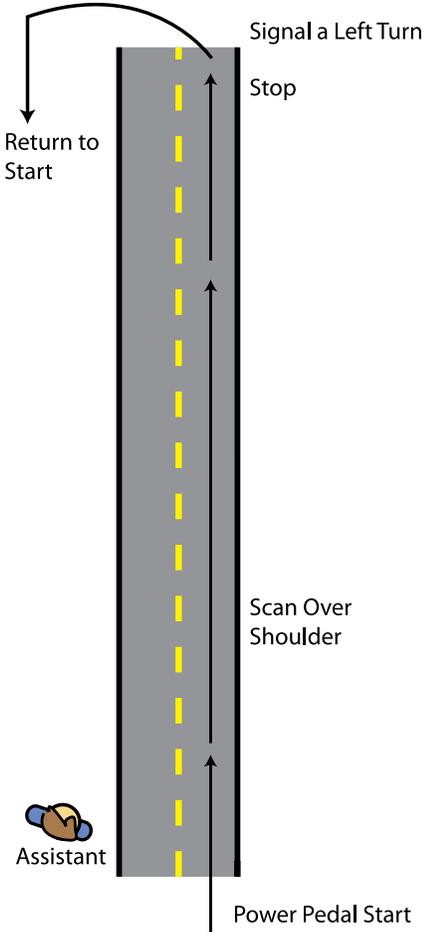
- The children should look back over their left shoulders before moving left to avoid the hazard. After passing the hazard, they should return to the right side of the lane.
- Have them repeat as often as time allows.

At the end of Lesson 5, transfer skills assessments to **Child Assessment – Final Skills Checklist for Grades 2-3 (Individual)**. This assessment can be copied onto the back of the Parent/Caregiver Tip Sheet and sent home with the child.

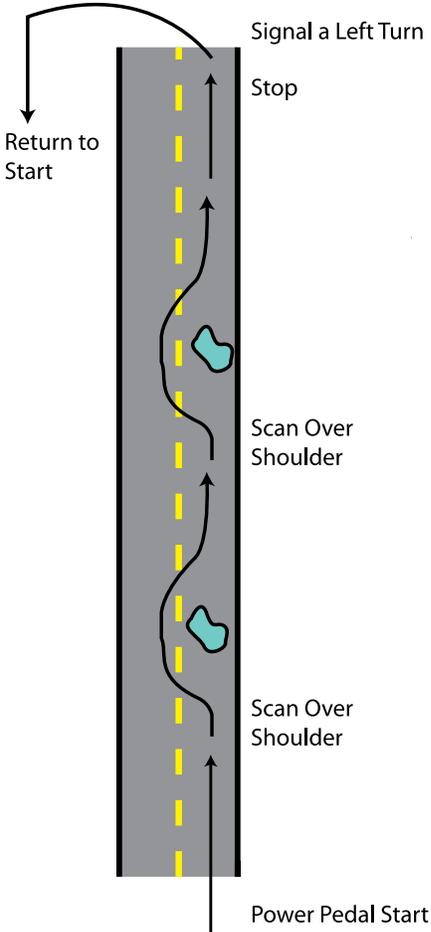
Bike Control Course Activities



1. Signal Turns



2. Scan Over Shoulder



4. Hazard Dodge



Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 5

Cooperative
Riding

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.

English Language Arts

Have children create a bike story to demonstrate their understanding of the concepts used throughout **Let's Go Biking!** Use the following phrases or create your own:

1. Check your bike
2. Wear bright colors
3. Watch for hazards
4. Exercise daily
5. Bikes are vehicles
6. Cycling is healthy
7. Wear a helmet
8. Ask an adult
9. Obey signs
10. Plan a safe route

Prior to class, write or type out the phrases about cycling safety onto strips of paper. Be sure to make enough strips so that each child will receive 10. Hand out 10 phrases to each child.

Instruct each child to use at least five of the 10 phrases to create an explanatory text about bicycling. Children should add their own words to assemble the text, but they must use five of the phrases they are given. Each text should introduce a topic and use facts, details, and definitions to develop points. The text should have a concluding statement or section. The phrases should be highlighted in the story so they stand out.

After about 15 minutes of writing and assembling, ask children to share their stories with the class. Stories should have relevant facts and descriptive details appropriate to the phrases that they use in their story.

English Language Arts

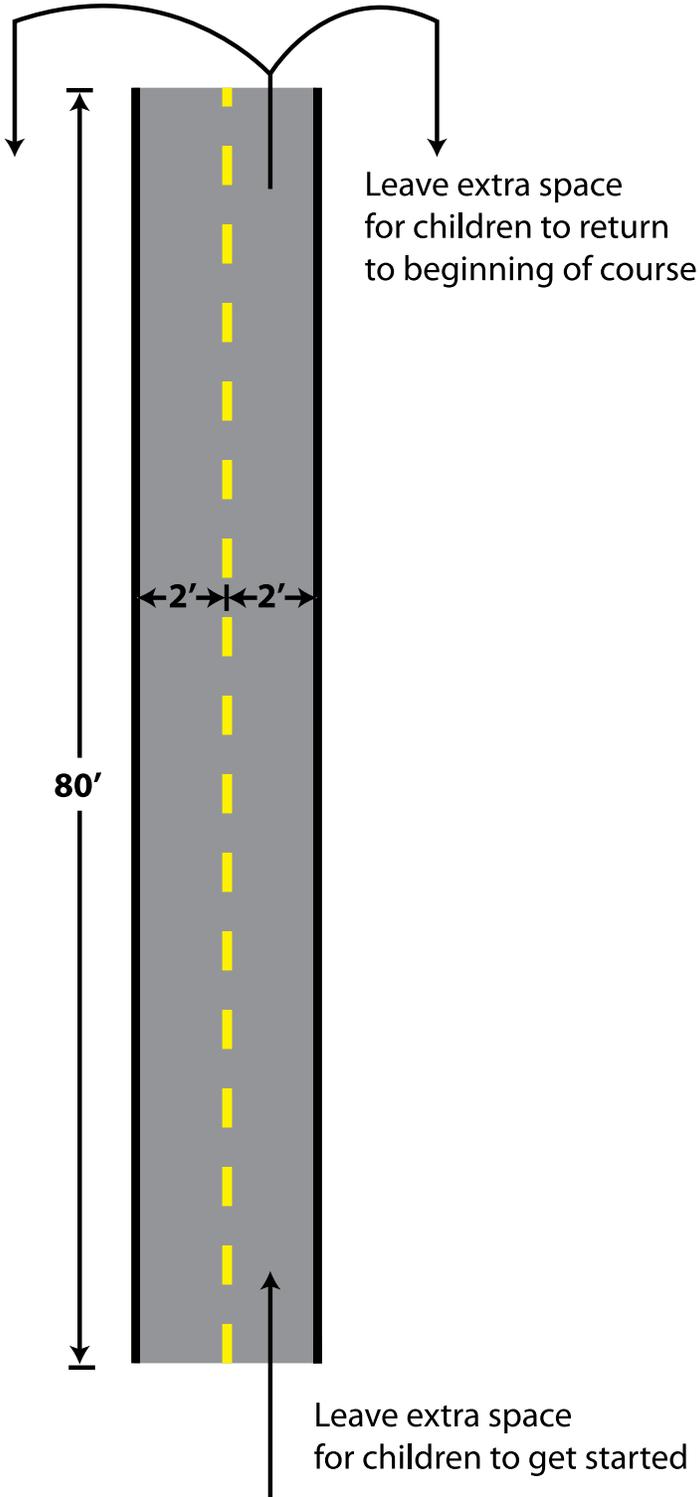
Have children demonstrate understanding of the meaning of vocabulary used in **Let's Go Biking!** Have children sort the following list of words into categories. Then, have them define each group of words by one or more key attributes.

- | | |
|----------------|----------------|
| Walk | Exercise |
| Crossing Guard | Health |
| Helmet | Traffic Signal |
| Stop Sign | Heart |
| Sidewalk | Yield Sign |
| Muscles | Traffic |
| Crosswalk | Bike |
| Street | Driveway |



Set Up Diagram

Bike Control Course





Parent/Caregiver Tip Sheet

Cooperative Riding

In class today your child put together all the bike skills learned so far. You can see on the accompanying Skills Checklist which of the following skills your child performed well and which ones need additional practice:

- Understands proper helmet and bike fit
- Uses the Power Pedal to start off smoothly and safely
- Can ride consistently in a straight line without swerving from side to side
- Can scan over left shoulder while maintaining control of the bicycle
- Knows and uses proper hand signals
- Stops quickly and safely at the end of the driveway and at stop signs
- Scans behind before changing position to avoid a hazard in the road or sidewalk

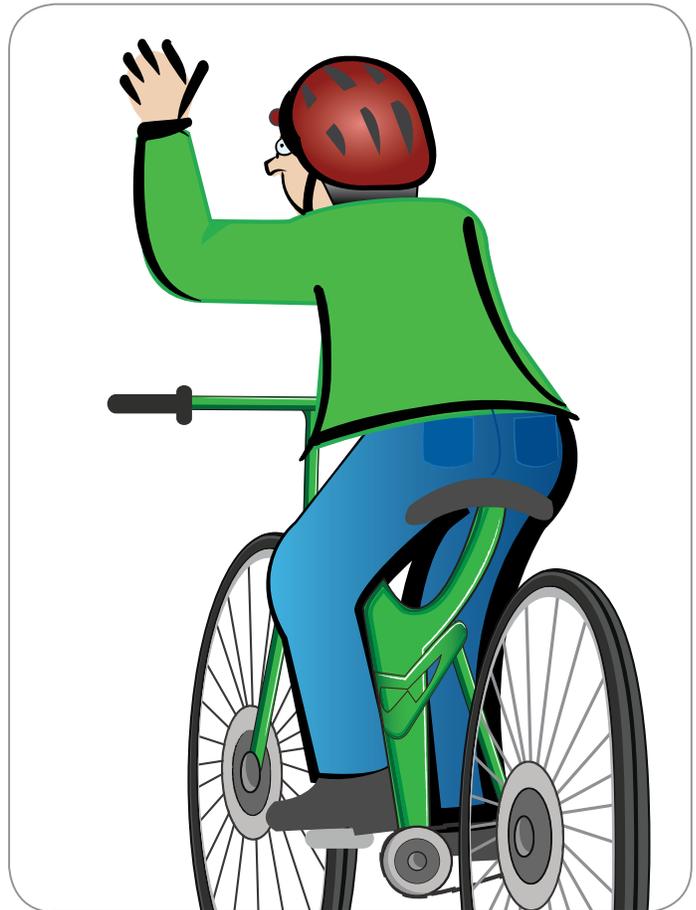
PRACTICE AT HOME!

If your child has mastered the initial skills, like using the power pedal and riding in control of their bicycle in a straight line, they can move on to more advanced ones. You can help your child continue to develop these skills by setting up a course in your driveway or nearby park using chalk, tape, or empty cans/plastic bottles. The course should be 2 feet wide by 30 feet long.

Ask your child to demonstrate each of the skills listed above. Encourage your child to continue practicing the weaker skills to become proficient. The better your child can control the bike, the more likely she or he can avoid a crash.

Better yet, ride together as a family so you can model appropriate cycling behavior for your child.

Happy cycling!





Name _____

Child Assessment

Final Skills Checklist for Grades 2-3

Parent/Guardian: Please sign this report below and have your child return it to the instructor.

During the Basics of Bicycling course, your child worked on the bicycle skills shown below to help prepare him or her to bicycle safely in traffic. The following scoring symbols indicate your child's level of achievement:

Good +

Satisfactory ✓

Needs more work —

Please encourage your child to continue working on these skills to master them.

Understands proper helmet and bike fit	Uses the Power Pedal to start off smoothly and safely	Can ride consistently in a straight line without swerving from side to side	Scans over left shoulder while maintaining control of the bicycle	Knows and uses proper hand signals while controlling the bike	Stops quickly and safely at the end of the driveway	Scans behind before avoiding a hazard

Comments:

Signature of parent/guardian

Date