

BICYCLING 1
GRADES 1 – 2

STANDARDS & BENCHMARKS: 2C, 4A,B,C,D, 5A,B,C,

BICYCLE SAFETY:

1. Always wear your helmet
2. Be bright
3. Check your bike
4. Obey the rules of the road – RIDE ONLY with MOM or DAD (NEVER ALONE).

HELMET SAFETY:

2 fingers above your eyebrows to touch your helmet.
4 fingers to make a V-shaped around the bottom of your ears.
1 finger underneath the strap under your chin

BE BRIGHT:

1. Wear bright or light cloths to be seen.
2. TIE & TUCK IN shoelaces and baggy clothing, RIGHT PANT LEG.

SIZING HELMETS:

- Students will be putting on helmets and sizing them 2, 4, 1 to see if they fit correctly.

Amanda will be matched up with 2 peers. Approaching Amanda from the right each peer will take turns saying: “Hi Amanda”. The peer will then show Amanda her Big Mack switch and give the verbal cue: “SAY HI Amanda” waiting for her to make visual contact with the switch. They will then place it in front of her within her right hand reach and give the verbal cue again: “HI Amanda”. If Amanda does not respond they will give the cue again. Adult 1-on-1 is there to facilitate this interaction.

Amanda will be traveling on a tandem adapted bicycle ridden by the teacher to the bicycle stations with her 2 designated peers. Peers will be giving Amanda the verbal cues for the stations they will be traveling to. For example: Approaching Amanda on her right side “AMANDA, LETS GO TO RIDE THE TIGHTROPE”. Waiting for Amanda to make visual contact with them before giving the cue 1,2,3 GO and then traveling to the station together.

1. SCOOTERING or RIDE THE TIGHTROPE TRAIL RIDE

SCOOTERING

- Rider starts on the straddling a bicycle with their feet on the ground.
- With your feet hop like a bunny pushing with your feet as you sit on the seat with your head up.
- When you feel comfortable coast and put your feet up on the peddles.

- When you start to lose your momentum brake, stop and put your feet back on the ground.
- Now see if you can scoot, feet up, peddle, brake and feet down.
- Look where you want to go.
- SAFETY – heads up, brake to stop before putting feet down.

RIDE THE TIGHT ROPE TRAIL RIDE

- Riders start in a relay line behind the starting line.
- Each rider attempts to ride the obstacle course trail ride.
- 1-Ride the tight rope over the RIVER, 2-zig zag through the forest, 3-Dodge the RABBIT HOLES.
- Heads up riding, steer without over-steering.
- Safety – safe following distance, heads up riding, looking where you want to go, steer without over-steering.

AMANDA – RIDE THE TIGHT ROPE *Amanda will be taking turns with peers riding the tightrope on the a tandem bicycle. From Amanda's right side peer will be giving the verbal cue: "Amanda, my turn or your turn 1,2,3 go" when taking turns.*

2.BICYCLING / WHISTLE STOP

- Each rider starts on a dot on the circle.
- On the go signal everyone rides counter clockwise around the circle without passing anyone, keeping a safe following distance from the rider ahead of you.
- When the teacher calls you name you enter the circle and using heads up riding on open pathways ride inside the circle avoiding other riders.
- On the whistle stop come to a gentle complete stop.
- Restart with everyone riding around the circle.
- DEBRIEF – heads up riding, braking, and riding in traffic, steering without over steering – look where you want to go.
- SAFETY – heads up riding at a controlled pace on open pathways, & keeping a safe following distance on the circle.

AMANDA – WHISTLE STOP– *with a peer giving the verbal cue: "Amanda, 1,2,3 GO" Amanda will be traveling on the open pathways in the center on a tandem with the teacher. As friends pass her they will say "HI AMANDA" with the teacher encouraging Amanda to keep her head up to look at her friends as she is traveling.*

3.STAY TO THE RIGHT

- Riders are riding on the right side of the road 2 foot off the side of the road.
- Slow down for turns to stay on the road.
- SAFETY – safe following distance, heads up riding, braking for turns, and staying to the right.

AMANDA – STAY TO THE RIGHT – *Amanda will be traveling with her peers on the stay to the right course.*

Paraprofessional facilitator - Throughout the lesson we will be looking to see how Amanda is trying to use communicative behavior to communicate with their peers.

Facilitating interactions between Amanda and her peers. Looking to see when Amanda initiates conversation. If the peer does not notice teacher or paraprofessional will be pointing out the communicative behavior that Amanda is using to the peer. Teacher or paraprofessional will be facilitating the interaction. For example: "Peer, look at Amanda, she is trying to get your attention. What do you think she is saying to you?" Teacher or paraprofessional will help guide the interaction between the peer and friend.

DEBRIEFING:

- What was one way in which your partner practiced safe riding? (Heads up riding, safe following distance, smooth braking. Amanda – took turns, heads up.)
- What was one way in which your partner or Amanda communicated with you? (Partner cheered me on when I was able to stay on the tightrope, partner said I'm doing a good job riding a 2 wheeler, Amanda – peer demonstrates and explains how Amanda and them took turns, peer explains the communicative behavior Amanda used and how they responded.)
- Has anyone see Amanda use that communicative behavior when they were talking with you before? A different communicative behavior? How did you respond?