

## Unit 2: Simon Says Circling

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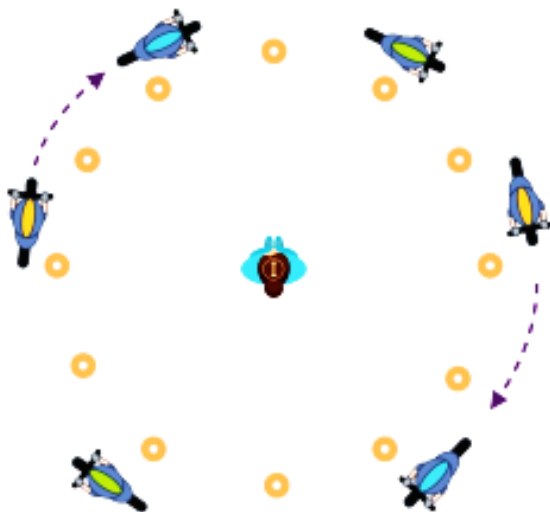
### Learning Objectives - Students will practice:

1. Mount, start, stop, and dismount their bike independently.
2. Ride independently and continuously.
3. Use the bicycle's brakes for control and to stop.
4. Ride one-handed.
5. Understand how gears work and use them effectively.

**Set Up:** Create a circle of cones large enough for 15 students to ride around the perimeter.

**Starting Positions:** Students should be spaced out around the outside of the circle, all facing the same direction. The instructor should be positioned in the center.

### Station Diagram:



**Delivery:** For each skill progression, introduce, demonstrate, and explain by asking questions and assign an activity for students to try one by one.

Start by having the students ride around the outside of the circle, leaving 2-3 seconds of space between one another. Play *Simon Says* to have the students stop and listen while you introduce the next instruction.

### 1. Start & Stop

- **Introduction:** The best way to start is in the '2-o'clock power position'. To stop, use both L+R brakes together and place a foot on the ground to signal a full stop.
- **Demonstrate:** Show "2-o'clock" position, and how to stop with both brakes.
- **Discuss and ask:** How many of you used both hands? Why would you use both hands to brake? Why is learning to brake with control important?
- **Explain:** Stopping both brakes means both wheels stop.
- **Activity:** Simon says Go! Simon says 1, 2, 3 STOP. How many used both hands?



Your **Cycling** Connection

## Everyone Rides Teacher-Led On-Bike Curriculum

### 2. One-hand Riding

- **Introduction:** While riding, let go of the handlebar with one hand. You can give a wave, thumbs-up, or high-five as you ride past.
- **Demonstrate:** Ride in a controlled manner, and show the range (if nervous, show a slight wave; if confident, a high five)
- **Discuss/ Ask:** Why would you want to use one hand while riding?
- **Activity:** Students circle the instructor, and lift first one hand as they go by, and give a high five. Stop. Change directions. Repeat the activity for the other hand.
- **Level down:** Students not yet comfortable with one-hand riding can practice releasing their grip and lifting fingers, doing short and quick hand releases.
- **Level up:** Skilled students can try to give the instructor a “low-five” (reaching down) or ride one-handed while standing on the pedals.

### 3. Standing Up On The Pedals

- **Introduction:** This can make it easier to go up steep hills. Keep riding while lifting off the seat and standing on the pedals. Coast. Then pedal while standing. Legs may look like a flamingo or flat and parallel to the ground.
- **Discuss/Ask:** When might you need to stand up ride?

### 4. Changing Gears

- **Introduction:** Ask students to identify their gear shifters, if present. Emphasize: only change gears while pedalling! Get them moving; have them change to the highest/hardest gear, stop, and start again. Then change to the lowest/easiest gear, stop, start.
- **Discuss:** How do gears work? Which way felt easier to start? When would each gear be useful?
- **Discuss:** What might happen if you change gears when you are not pedaling? *Chain might fall off.* Always change gears when pedaling - why is that? Ride again and select the most comfortable gear for them and their bike.
- **Discuss:** What is your favorite gear? What gear is your bike in now?
- **Pro Tip:** Riding uphill? Make your legs pump faster (lower gear)
- **Pro Tip:** Riding Downhill? Make your legs pump slower (higher gear)
- **Discuss:** Which gear was harder to start back up? Which gear was easier?
- **Pro Tip:** If you gear ‘down’ to faster legs before you stop, it will be MUCH easier to start again.

### Station Rotation!