

## Unit 3: Straight-line Riding, Stopping, & Turning

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### Learning Objectives - Students can:

1. Ride for 10m between two straight lines spaced 0.5m apart.
2. Use the bicycle's brakes for control and stop.
3. Execute left and right turns while maintaining balance and control.
4. Look around (i.e. shoulder check) while riding without losing balance or control.
5. Execute basic hand signals while riding.

**Set Up:** Arrange cones into two parallel straight lines for 10 meters. Allow enough space for the students to line up behind the start line, and enough room after the finish line to exit and turn. Obstacle cones can be introduced later for an added challenge.

**Starting Positions:** Students line up single file behind the first set of cones. The Instructor should be positioned near the first cones during the straight-line and signal sandwich exercises and near the final cones during the stopping exercise.

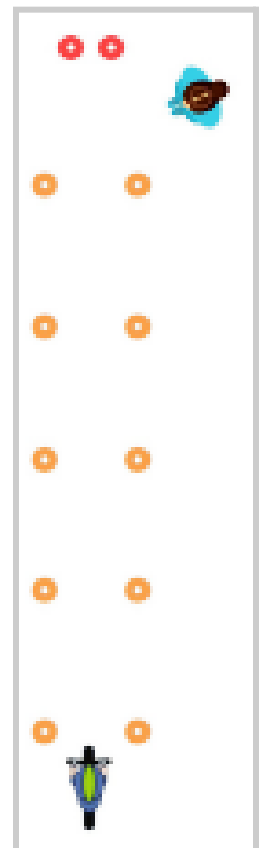
**Delivery:** For each skill progression: introduce, demonstrate, explain, and assign an activity for students to try one by one. Skill progression:

### 1. Straight-line Riding & Stopping – *(skip if students have already demonstrated competence)*

- **Introduction:** This is a quick review of how to stop and start
- **Discuss:** Why is starting and stopping important?
- **Demonstrate:** Setting up in the '2-o'clock power position', the importance of using both L+R brakes together (not your feet!), and placing a foot on the ground to signal a full stop.
- **Activity:** Starting from a stop, ride in a straight line between the cones and stop at the final cones. Circle back to the end of the line.

### 2. Shoulder Checking

- **Introduction:** Discuss why you would shoulder check, and how to look over your shoulder, (chin to shoulder) ensuring your handlebar remains straight.
- **Demonstration:** How difficult is it to look behind you without moving your shoulders? If you move your shoulders, it affects the steering. It's harder than it looks!
- **Activity:** Ride in a straight line between the cones. About halfway



## Everyone Rides Teacher-Led On-Bike Curriculum

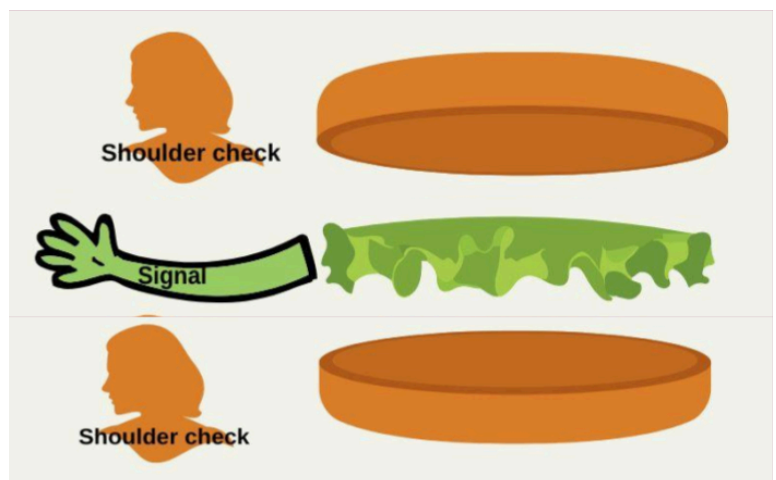
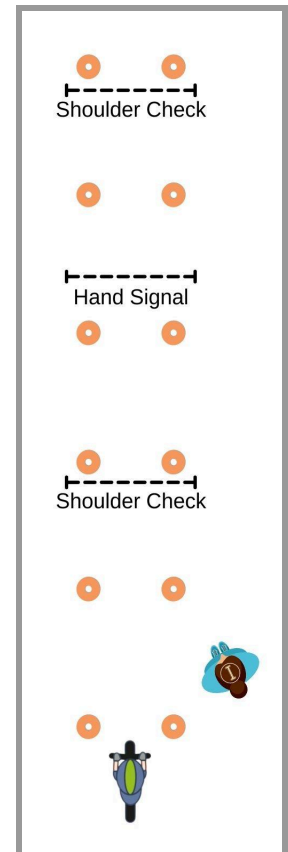
through, look over your shoulder at the instructor and call out the number of fingers they are holding up. Without stopping, turn in the same direction you shoulder checked and return to the back of the line.

### 3. Hand Signals

- **Introduction:** Review the three turning hand signals (left, right, alternative right) and how they help riders communicate.
- **Demonstration:** Walk or bike through the station and signal (left), then turn left.
- **Activity:** Ride in a straight line between the cones. About halfway through, make a signal with one arm, then at the end of the cones, turn in the corresponding direction. Repeat with the opposite (right) direction.
- Ensure these are all in the same direction, ie, left signal, left turn!

### 4. 'Signal Sandwich'

- **Introduction:** Discuss the three actions before every turn (shoulder check, signal, shoulder check).
- **Demonstration:** Ride or walk through and exaggerate shoulder check left, signal left, and shoulder check left and TURN left.
- **Activity:** Ride in a straight line between the cones. Before reaching the end, do a shoulder check, signal, shoulder check, and turn. Practice going left for all students until it is smooth, *then practice right*.
  - **Level down:** Students not yet comfortable signaling can practice short and quick hand releases or practice extra shoulder checks.
  - **Level up:** Ride faster through the cones; Practice the slow/stop signal; Emergency brake (pick-up speed, squeeze brakes, shift weight back); Add an obstacle/cone part way that they'll need to dodge; Slalom through another line of cones on the way back to the lineup; Add a jog in the line of cones to mimic a lane change instead of a turn; narrow the cones until they are 10 cm apart!



### Station Rotation!