

# BLACK TOP DRILLS-

## NEGOTIATING AN INTERSECTION

MS 4

### DISCUSSION

This is an on-bike activity. Students need to have a permission slip and helmet to participate. See the introduction for tips on how to organize for a successful on-bike component.

This component focuses on moving safely through intersections and practices multiple skills. Students will be using their hand signals, stopping at STOP signs, and using the over the shoulder check (OTSC). They also will work on sharing the road, right-of-way and good road communication. These are all components discussed on day one.

**Moving out into traffic:** This activity synthesizes many of the skills we have discussed and practiced so far. It also represents one of the hardest challenges for students in becoming comfortable riding on the road. That is why we practice it. Moving out into traffic, particularly for a left turn, can be nerve wracking. That is why we practice it multiple times and give students as much hands-on experience as possible.

**Find an Intersection:** If possible, it is great to find an intersection near school so students can do this in a real life scenario. Before you do this, contact your local police department and let them know what you are doing and when. They may have volunteers who want to support you and they will want to know if you have large numbers of children using an intersection. They are usually very supportive. You need to have volunteers to help direct any car traffic that might come along and help student bike traffic flow smoothly.

### SET UP

#### ON CAMPUS

If you decide to stay on campus, set up an intersection using the diagram below. Use the chalk line tool or chalk and a tape measure to mark the intersections and then go over it with a thick chalk line. Each lane should be a minimum of 3 feet on each side and you want them to be at least 20 feet long so students have enough space to complete the OTSC and change lanes safely. It is best to make this course look as much like a real intersection as possible. Set stop signs at each of the four

corners and use cones to define the road. Place a single cone or marker at the center of the intersection so students making a left turn move far enough over to the right. Draw the **Left Middle and Right** at the approach to each intersection and again at the intersection itself. Use directional arrows only if you think students need the extra visual assistance.

#### OFF CAMPUS

If you are going to set up in a real intersection, use cones and stop signs at the middle of each street before the approach. This provides warning to any cars that may approach during the exercise. In addition have an adult volunteer at the approach to each intersection. Mark the intersections with the **Left Middle and Right** lane designations and directional arrows as you see fit.



### STANDARDS

- ☑ CA.PE.8.2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- ☑ CA.PE.7.1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.
- ☑ CA.PE.6.1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

### OBJECTIVES

- Students will be using skills discussed and practiced in previous days.
- ☑ Hand signals
- ☑ Using a wave through
- ☑ Over the Shoulder Check
- ☑ Sharing the Road
- ☑ Stopping at STOP signs
- ☑ ABCD safety check
- ☑ Helmet adjustment check

### MATERIALS

- ☑ Bikes
- ☑ Helmets
- ☑ Permission slips
- ☑ Chalk line tool or tape measure
- ☑ Chalk
- ☑ Cones
- ☑ STOP signs

# INSTRUCTIONS

As before, always start your ride with an ABCD safety check and helmet safety check. This is a good habit for all bike riders.

## GOING STRAIGHT

This is the simplest of the three exchanges students will make. Students approach the intersection in the right lane position. They stay in the right lane position. **Review the hand signals** for left, right, and stopping before students start the drill. When they reach the intersection, they stop and look left-right-left. If the intersection is clear they continue, staying in the right lane position. If there is another bicyclist waiting or approaching the stop sign, wait and communicate clearly with the other rider before going forward. **Review the rules of Right Of Way** with the students. If two people approach a STOP sign at the same time, the person on the right has the right of way. S/he gets to go first. Otherwise the person who arrives at the intersection first has the right of way. Even if you are first, a good defensive driving move is to wait and communicate with the other driver. **Review the different forms of communication** a driver

might use at an intersection, particularly the wave through. Once a rider gets to the end of the intersection they should make a U turn and can approach from a new direction. Have no more than 1/3 of the students on the course at one time to avoid long waits for turns and traffic jams. You can have students approach from more than one direction at a time but no more than one coming from a single direction at one time.

## RIGHT TURNS

Mastering the straight away should not take much time. The next skill is the right turn. Students will approach the intersection from the right lane position and stay in the right lane position. If you are using a real intersection there may be a parked car obstacle. If you are doing this as a blacktop drill you might want to draw in a parked car (similar to the over the shoulder check) for an additional challenge. As students approach, they need to signal that they are stopping, then stop. They should signal a right turn and look left-right-left to make sure it is clear before making a turn. Like the first part of the drill they need to practice sharing the road and good road communication skills. This too

is fairly simple but make sure every student has more than one turn to practice.

## LEFT TURNS

This is the most challenging of the three drills and the one that students are the least comfortable with. Students start in the right lane. As they approach they need to do an over the shoulder check, hand signal, and move to the middle then left lane. Next they stop, signal left, look left-right-left and make the appropriate defensive riding decision before completing the left turn. When they turn they move past the center cone and all the way over to the right lane position. Have students practice this multiple times for the remainder of the period.

To keep chaos to a minimum, only have one student practice the same turn at the same time. Break the students into two or three groups so you don't have too many students on the course at one time. Try to reserve the bulk of the time for the left hand turns. This is the one that feels risky to students and takes the greatest skill.



