

Volunteer's Guide for Bike Rodeo



"Bicycling is more than balancing."



Acknowledgements

This guide was compiled using information from *An Organizer's Guide to Bicycle Rodeos*. Publication # L-2-19, Version 404.2 by Lois Chaplin and *The Guide to Bicycle Rodeos* published by Kalkomey Enterprises, Inc.

BACKGROUND INFORMATION

WHAT IS A BIKE RODEO?

Bicycle rodeos are a fun way to introduce and educate children to bicycle safety skills. Bike rodeos teach children the importance of seeing, being seen, and remaining in control of the bike at all times. This is accomplished through bicycle handling drills and activities, which are described in further detail in this manual.

BASED ON CRASH DATA

An effective program addresses the behaviors that most often result in crashes. By developing the correct behavior, cyclists reduce their chance of being injured or killed. Teach participants the primary bicycle handling skills and traffic concepts that will help them to avoid the most common types of crashes.

The three big causes of car/bike crashes for kids are:

- **Riding out of a driveway without stopping**
- **Failing to stop for stop signs**
- **Suddenly swerving without looking back**

Other common causes include riding on the wrong side of the street and riding at night without proper lighting and reflective clothing. We also know that a vast majority of crashes and serious injuries don't involve cars; the cyclist simply loses control of the bike and crashes to the ground.

KIDS ARE NOT SMALL ADULTS

All too often, kids are blamed for the traffic crashes in which they are involved. They are labeled careless or lacking in caution. To the contrary, young children act in a manner determined by their age and degree of development. It is essential to understand the developmental characteristics that influence a child's behavior as a bicyclist.

Specifically, children:

- **Have a narrower field of vision than adults, about 1/3 less.**
- **Cannot easily judge a car's speed and distance.**
- **Assume that if they can see a car, its driver must be able to see them.**
However, children are easily hidden from view by parked cars and other objects.
- **Cannot readily tell the direction a sound is coming from.**
- **May be impatient and impulsive.**
- **Concentrate on only one thing at a time. This is likely not to be traffic.**
- **Have a limited sense of danger.**
- **Often mix fantasy with reality.**
- **Imitate the (often bad) behavior of others, especially older children and adults.**
- **Are concrete (versus abstract) thinkers and do not extrapolate well from one situation to another.**

SUPPLIES FOR SET UP

COURSE SET UP:

- Tape measure or roller tape (a wheel)
- Vests for Volunteers
- Means to mark the course
 - Sidewalk chalk
 - Masking tape
 - Traffic cones

STATION SET UP:

- Station Signs
- Pencils and clipboards
- Basic tools, tire pump for the inspection station
- Helmet Drop Game
- Cardboard cars for stations
- Cardboard bush or fence for station
- Stop sign (cardboard or real) for station
- Drain grate (cardboard, carpet swatch, door mat) for station

GENERAL SET UP:

- Tables for registration
- Chairs
- Name tags
- Pens
- Certificates
- Water Containers
- Refreshments

Helmet Fit

OBJECTIVE

Check to insure that the helmet properly fits the rider.

BACKGROUND

Helmets help prevent head injuries; bicyclists of all ages benefit from the protection of a properly fitted helmet.

PROCEDURE

Most helmets come with sizing pads to help insure a proper fit. Adjust the straps so the helmet sits level and snug.

The Proper Helmet Fit

Helmets come in various sizes, just like hats. Size can vary between manufacturers. For the most comprehensive list of helmet sizes according to manufacturers, go to the Bicycle Helmet Safety Institute (BHSI) site:

<http://www.danscomp.com/products/charts/helmetchart.htm>

Step 1- Size:

Measure your head for approximate size. Try the helmet on to ensure it fits snugly. While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side. Sizing pads come with new helmets; use the pads to securely fit to your head. Mix or match the sizing pads for the greatest comfort. In your child's helmet, remove the padding when your child's head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.



Step 2- Position:

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.



Step 3- Buckles:

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.



Step 4- Side Straps:

Adjust the slider on both straps to form a “V” shape under, and slightly in front of, the ears. Lock the slider if possible.



Step 5- Chin Strap:

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.



Step 6- Final Fitting:

A. Does your helmet fit right? Open your mouth wide...big yawn! The helmet should pull down on the head. If not, refer back to step 5 and tighten the chin strap.

B. Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.

C. Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap, and test again.

D. Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

When to Replace a Helmet

Replace any helmet that has been involved in a crash, or is damaged.

The Helmet Should Fit Now

Buy a helmet that fits your head now, not a helmet to “grow into.”

For more information on bicycle safety, visit the National Highway Traffic Safety Administration (NHTSA) Web site at: www.nhtsa.dot.gov

Bike Fit and Inspection

OBJECTIVE

Check the mechanical safety and fit of the bicycle before riding.

BACKGROUND

Unfortunately there is no documentation on the frequency or severity of crashes that occur as a result of riding a bicycle in poor operating condition. Nevertheless, crashes due to mechanical failure are clearly avoidable.

Nobody should attempt to ride a bicycle that is too big or too small for them. Misfit bikes are hard to handle. This is particularly challenging when dealing with a growing child whose needs change faster than the seasons. Hand-me down bikes from older siblings or garage sales may fit the pocketbook, but not always the rider.

One of the most common adjustments is the height of the seat. For beginners, it's best for the child to have feet flat on the ground when seated on the bike. As their confidence and skills develop, their seat should be raised so the knee is just slightly bent when their foot is on the pedal.

MATERIALS

- Bike inspection forms
- Tools for seat adjustments, tire pump, rags, lubricants, wrenches, pliers, screwdrivers

QUESTIONS

Ideally, you should try to engage the bicycle owner in a conversation about how important it is to keep his or her bike maintained.

What happens if screws and bolts are loose? How do they get loose? What kind of brakes does your bike have? What could happen to your brakes that would cause them not to work? What happens if your brakes don't work? Why do your handlebars need to be tight? Where do you adjust your seat?

PROCEDURE

Inspection: Look over the bike, checking: security of seat and handlebars, adequate brakes, loose or rusty chain, and tire inflation. Use a hanging tag inspection form as a guide, making notes as you go along. This is an opportunity for the child and volunteers to work together in hands on experience. Encourage the child (if time allows) to go through the inspection form with the volunteer so he or she can be able to identify an unsafe bicycle.

Fit: Have the child straddle the bike. He or she should be able to stand flatfooted over the bike with at least an inch of clearance above the top tube. The rider must be able to adequately reach the pedals while seated (slight bend in knees).

If the seat is too low, it is best not to raise the seat to the desired height all at once. If it's way too low, try raising it an inch or so, explaining to the rider that once they're used to the new height, they should get the seat raised a bit more. Knees should not touch the handlebars.

If the bike is outfitted with hand brakes, check to see that the cyclist can properly grasp the brake. Do they know which is the front brake? Rear brake?

Signaling

OBJECTIVE

Teach cyclists how to properly signal their intended path or where they want to go to the drivers around them.

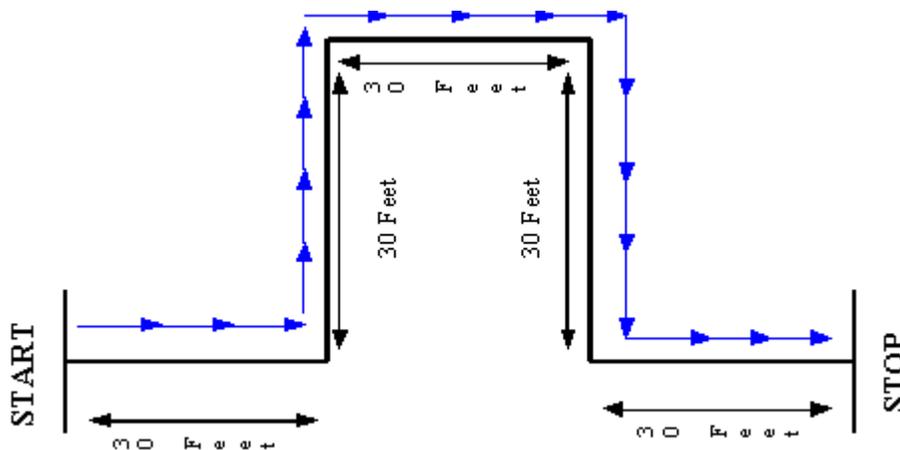
BACKGROUND

Bicycles, unlike cars, do not have turn signals. Cyclists are often hit, run off the road, or yelled at for not using signals to tell drivers what they intend to do. If cyclists knew how to indicate what they are about to do then they could more likely avoid injury, death, or other possible dangerous situations.

CORRECT HAND SIGNALS



DIAGRAM



MATERIALS

- Station Sign, Cones or chalk

QUESTIONS

What are the correct signals that you learned today? Why is using signals important? Discuss that it is important to signal without swerving out into traffic.

PROCEDURE

Have the cyclist ride around the course above and make sure that they give the proper hand signals at each turn and at the final stop. Signaling is done properly when the correct signal is used as well as without excessive wobbling or swerving.

WHAT TO LOOK FOR

- Correct signaling, Excessive wobbling, Swerving

Starts and Stops

OBJECTIVE

To teach cyclists how to start and stop their bicycles safely and efficiently

BACKGROUND

Starting and stopping are skills that are often overlooked; we seem to think that kids will just figure it out. The result can be poorly controlled cowboy starts, skidding stops or even crashes. Now is the time to introduce safer, more efficient maneuvers.

MATERIALS

- Coin or disc to throw and have participants stop at the location it lands
- Bicycle Reaction Test Rulers

PROCEDURE

Bicycle Reaction Test Rulers:

Follow the directions on the ruler. Begin this exercise by having each participant try it multiple times. It is a simple test of how you can expect to react on your bicycle.

Starts:

Demonstrate how to get started; allow space for everyone to try it. Straddle the bicycle with both feet on the ground; do not sit on the seat. Raise the right pedal to the ten o'clock position (see photo); this provides power to start. Put your right foot on the pedal (left foot still on the ground). Push off with the left foot and at the same time stand on the raised pedal; do not pedal after pushing off. Coast to a stop while standing on the pedal that has been pushed down. When the cyclists are comfortable with this procedure, have them place their second foot on the other pedal, their backside on the seat and keep pedaling.



The right pedal is at the 2 o'clock position. The left pedal can also be used to push off, depending on the rider's preference.

Stops:

Discourage stops that are executed by dragging feet. For coaster brake bikes, make sure the rider knows how to pedal backward to apply pressure that stops the bike. For hand brakes, make sure the rider squeezes the brake levers evenly with both hands. They need to know that using only one brake is not the best way to stop and can be dangerous (pitching over or skidding out of control). Hand brakes are not the best choice for small children.

How to stop and dismount a bicycle:

Slow down by using the brakes. As the bike nears a stop, slide off the seat and put your weight on a pedal in the "down" position. Take your other foot off of the pedal and prepare to place it on the ground when you're going slowly enough. If you're using hand brakes, be sure and keep pressure on the brake levers.

Slalom

OBJECTIVE

Teach cyclists control and balance, and how to avoid hazards while riding.

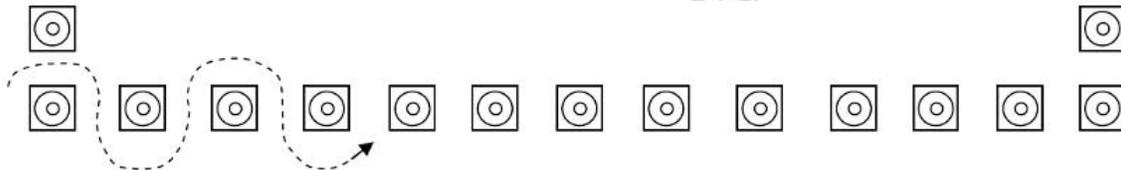
BACKGROUND

Cyclists often fail to notice roadway hazards before it is too late. For every reported bicycle/vehicle crash, there are between seven and ten crashes with the pavement that require medical attention. Children either fail to notice a hazard, notice a hazard too late, or, in an attempt to avoid a hazard, they swerve too far, lose control and crash, or end up in traffic.

DIAGRAM

SERPENTINE OR SLOLOM

A skill building exercise which develops a cyclist's coordination and balance. The course is usually set up with traffic cones placed four to six feet apart; the cyclist maneuvers through and around them.



This figure shows an aerial view of cone placement for a sample serpentine course. The dotted line represents the path of the cyclist.

MATERIALS

- station sign
- 12 cones for course set up

QUESTIONS

What kinds of hazards do you find while bicycle riding? (glass, rocks, grates, pot holes, etc.)
Why do you need to be careful? (to avoid falls, flat tires, or ending up in the path of a car)
Discuss that it is important to avoid hazards without swerving.

PROCEDURE

This is a basic bike control exercise. It tests the child's ability to weave between traffic cones without hitting them.

Place 10 traffic cones in a line, each approximately 8 feet from the next one. Have the kids ride around the cones- first to the left and then to the right as they ride down the lane.

WHAT TO LOOK FOR

- Can they weave through the cones without hitting them?
- Is the child in control when biking through the cones?

Scanning

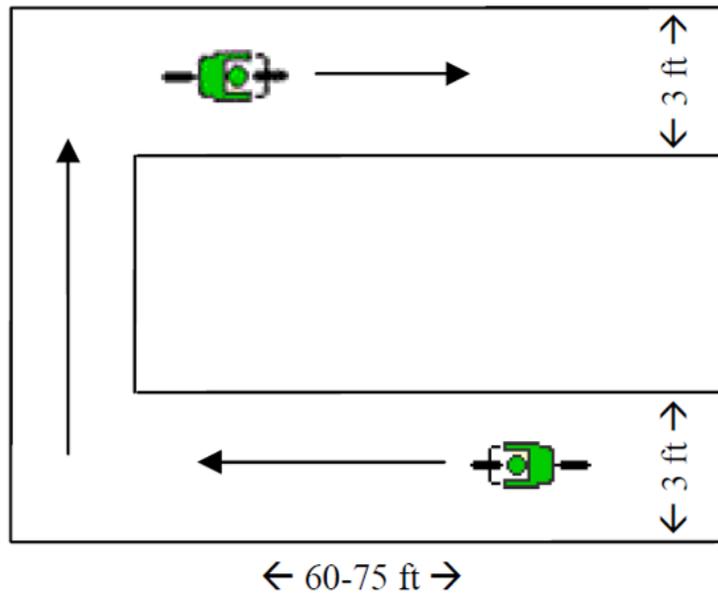
OBJECTIVE

Teach cyclist to look behind for traffic without swerving or falling.

BACKGROUND

Sudden swerves and left hand turns without looking are major causes of crashes. Children must learn to scan while not deviating from their path of intended travel.

DIAGRAM



MATERIALS

- station sign
- cardboard "car", "shrub" or other sign

QUESTIONS

Why do you need to look behind you when you're bicycling? (to see cars) Other points to discuss include the fact that scanning is more important than giving hand signals, and that the natural tendency is to swerve left when scanning behind.

PROCEDURE

Send participant through the course first. Ask them to concentrate on staying in a straight line. For the less experienced, this may be a big challenge. On the second run through the course, tell them you are going to call their name (or say "look") and they are to look behind and tell you whether or not there is a car coming by saying "no car" or "car." Hold the cardboard car sign in front of you when there is a car coming and to your side when there is no car. (If you're short on signs, you can hold your hands high over your head or down to your sides.) Stay about ten feet behind the cyclist. On the third run (if they've demonstrated proficiency), ask them to scan, and then signal

Demon Driveway

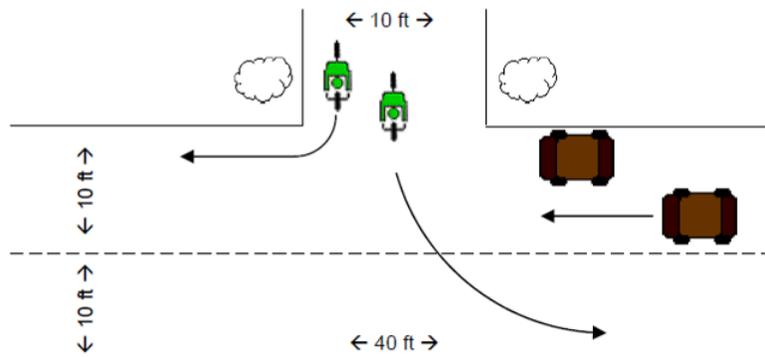
OBJECTIVE

Teach children to stop at the end of their driveway and look both ways to determine if it is safe before turning onto the street.

BACKGROUND

Most young bicyclists that are seriously injured or killed ride out into the path of an oncoming car. Children become accustomed to not having much traffic on residential streets. They ride out from their driveway without looking because they don't expect traffic. Visual obstructions are often a contributing factor. Children should be taught to always stop and look for traffic before entering a street.

DIAGRAM



MATERIALS

- station sign
- cardboard "car"
- stop sign (optional)
- two real cars or bushes for sight obstructions (optional)

QUESTIONS

How many of you ride your bicycle into the street from your driveway? Do you ever stop at the end of the driveway?

Why is it important to stop at the end of the driveway? (To look for traffic) Why might a motorist be unable to see you? (Obstacles, not looking your way)

Have participants think about their own driveways and some of the things in the street that will block their vision.

Demon Driveway (continued)

PROCEDURE

Many times young people ride out and forget to look for traffic and pedestrians. Explain that they should pretend this is their driveway. They are to come to the end of the driveway, stop, and look **left, right and left again for traffic**, wait for no traffic and then turn onto the street. Generally, this is a right turn for the less experienced and a left turn for the more experienced.

A power takeoff occurs when the cyclist prepares for takeoff by positioning a pedal in the ten o'clock position. This allows for quick momentum and minimal hesitation when the coast is clear. Traffic conditions can quickly change, so a fumble at the takeoff can result in a hazardous situation.

Cyclists should stop at the mouth of the driveway and check for traffic. The "car" holders will be changing the traffic often and randomly (holding the car up means traffic; to their side means no traffic). If there was traffic the first time they looked, make sure they look again to make sure there is no traffic. The cyclist should proceed onto the street when it is safe.

Children should be taught to walk their bicycles from their garages to the end of the driveway. This removes the temptation to continue riding out into the road without first stopping and checking for traffic.

WHAT TO LOOK FOR

- Do they stop at the end of the driveway where they can see, and be seen by traffic?
- Do they look left, right, and left?
- Prepare for a power takeoff?
- If there was traffic the first time, do they look left, right, left again?
- Did they end up on the right-hand side of the roadway?



Seeing and Being Seen

OBJECTIVE

Students will learn the importance of visual cues in the traffic scene. They will also learn techniques for being seen by other road users.

BACKGROUND

The vast majority of all bike-car crashes could be avoided if people would simply pay attention. In many cases, the bicyclist and motorist see each other in time to avoid the accident. Unfortunately, what they see just doesn't register.

MATERIALS

- 3 assistants
- Numerous pieces of clothing and disguises
- Examples of lighting systems, bright clothing, and reflective materials
- One sheet

THE INFORMATION

Seeing: As bicyclists and motorists travel, they pay attention to some things and ignore others. This is called selective perception. Simply put, it means people tend to see only what they expect to see.

Often, the things they pay attention to are important for reasons other than traffic safety. For example, they may be looking for an address or a place to park or they may be reading a sign.

Truly skilled cyclists and motorists pay more attention to the task at hand- traveling safely. They keep their eyes open for hazards, and they anticipate trouble.

They also look down the road to where they will be in about 12 seconds. How far is that? A cyclist riding at 10 mph, for example, would go about 175 feet in 12 seconds.

What should cyclists watch for?

1. **Moving hazards:** cars, pedestrians, animals, other bicyclists, trains, trucks, buses, motorcycles, or anything else that could cross their paths.
2. **Stationary hazards:** parked cars, utility poles, park benches, fire hydrants, fences, parked bicycles, or anything else that would be in the way.
3. **Surface hazards:** potholes, sand, rocks, drain grates, concrete joints, raised manhole covers, broken glass, cans, roadway litter, and anything else that could cause a fall or loss of control.
4. **Visual hazards:** shrubs, fences, parked cars, buildings, large flashing signs, and other obstacles that either block the view or distract people's attention.

Seeing and Being Seen (continued)

Being Seen: Another important aspect of safe travel is being seen by other road users. Cyclists who wear bright clothing are more likely to be seen than those who wear dark, drab colors. Some of the better colors for daytime riding are fluorescents (e.g., safety green and blaze orange). Unfortunately, these colors are less effective at night. However, several companies make fluorescent-colored reflective material that is both bright during the day and highly reflective at night.

This material can be used to make reflective pant straps (to keep trouser legs out of the chain) or can be used for trim on helmets, jackets, and other clothes. Some companies market small adhesive reflective dots that can be stuck to clothing or bikes.

For nighttime riding, however, cyclists need more than a few pieces of reflective material. Unless they have effective lighting systems, they shouldn't be riding.

THE LESSON

As the kids arrive to the station, have them park their bikes and gather around you. Discuss the points mentioned above.

To demonstrate the point about selective perception, have 2 of your assistants hold up a sheet. Have the other assistant go behind the sheet and subtly change his/her appearance.

Changes can include such things as adding or removing false moustaches, ties, t-shirts, shoes, etc. When your assistant reappears, have the kids guess what has changed. Try this 3 – 4 times.

This game can be lots of fun. Afterwards, make the point that cyclists need to pay attention to what's going on around them and not get caught napping.

Next, go over the information on hazards. Ask the kids for examples of various kinds listed. Mention that cyclists who play ahead can often avoid hazards easily.

Finally, discuss the importance of being seen. Ask for ideas on what cyclists can do to make themselves more visible. Show them samples of reflective materials and bright colors, as well as examples of lighting systems.

Crazy Crossroads

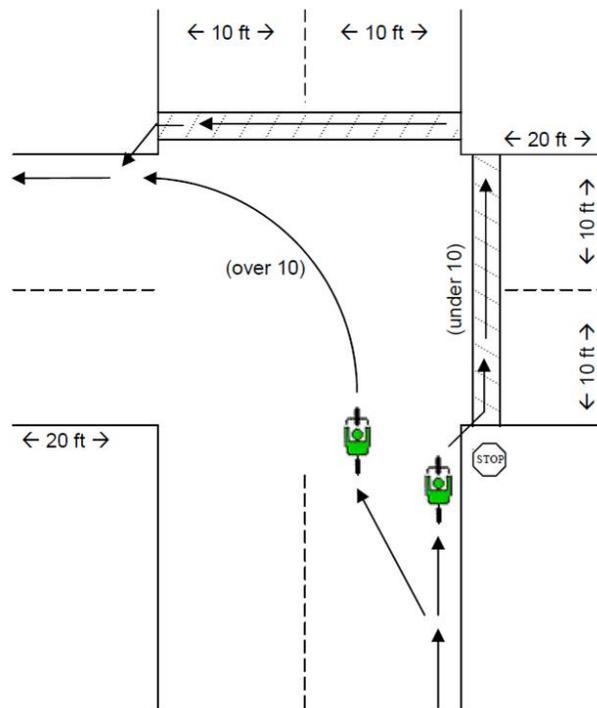
OBJECTIVE

Teach cyclists to stop at stop signs; wait for traffic; look in both directions; position pedal for a power takeoff; and go when there is no conflicting traffic.

BACKGROUND

Nationwide, running stop signs is the number one cause of injury-producing bicycle /car crashes for children. Children too often don't think through the risk involved in not stopping at an intersection, or the importance of scanning in all directions for oncoming traffic. They should learn to negotiate intersections safely by stopping, scanning for traffic, being seen, and signaling, if necessary, before going through an intersection.

DIAGRAM



TIP

If you have limited space, time and support, you might find consider expanding upon the Crazy Crossroads station. By setting up an intersection you can have a lot of meaningful fun with a group of cyclists. They can practice starts, stops, yielding to others, making turns, going straight. Add a crosswalk and have pedestrians, too.

MATERIALS

- station sign
- cardboard "car"
- stop sign
- two real cars for sight obstruction (optional)
- a pedestrian crossing the street (optional)

Crazy Crossroads (Continued)

QUESTIONS

- What is an intersection?
- What might be in the way to block your view? (bushes, cars, signs)
- What might block you from the view of an oncoming motorist? (same)
- Why should you stop at all stop signs and red lights?

PROCEDURE

As cyclists approach the stop sign, they should check sidewalks and crosswalks for pedestrians. Cyclists should stop and wait behind the "stop line" if anyone is about to cross. The cyclist should then pull far enough forward to get a good view of traffic, put one pedal in the proper position for a power takeoff, wait until it is clear, signal and cross. Remind each rider that it's not safe to just follow a friend, but to look for traffic to decide if it's safe to go.

Less experienced cyclists may be challenged by a straight-through maneuver or instructed how to walk the left turn using the crosswalks. The more experienced cyclists should be challenged to perform a left hand turn as they go through the intersection.

Proper roadway position is very important for cyclists. Too often, cyclists find themselves too far to the right on the roadway to be seen or to make a safe maneuver.

Send the cyclist through the intersection with instructions to go straight or make a turn.

WHAT TO LOOK FOR

- Do they stop in the right place?
- Do they move to where they can see and be seen?
- Do they look left, right, and left?
- Do they signal?
- Do they position themselves for a power takeoff?



Rock Dodge and Thread the Needle

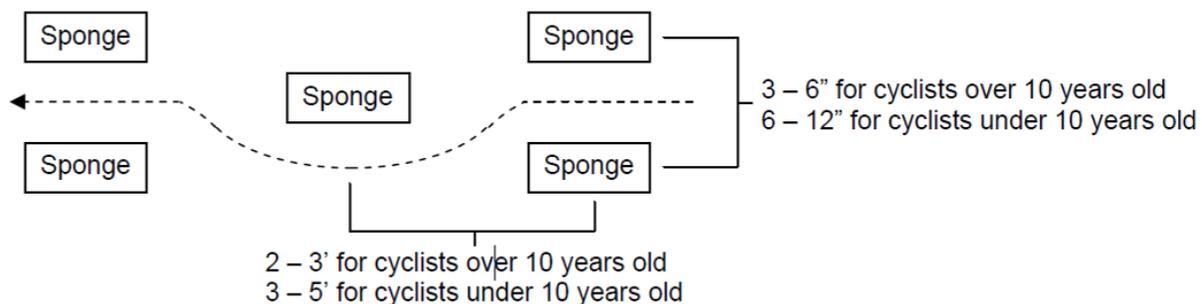
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Teach cyclists control and balance, and how to avoid hazards while riding.

BACKGROUND

Cyclists often fail to notice roadway hazards before it is too late. For every reported bicycle/vehicle crash, there are between seven and ten crashes with the pavement that require medical attention. Children either fail to notice a hazard, notice a hazard too late, or, in an attempt to avoid a hazard, they swerve too far, lose control and crash, or end up in traffic.

DIAGRAM



Moist sponges (not to scale in this drawing) work very well as markers. They don't blow away readily and don't pose a hazard if a cyclist runs over one of them.

MATERIALS

- station sign
- ½ tennis balls, bean bags or sponges for obstacles
- drain grate (optional)

QUESTIONS

What kinds of hazards do you find while bicycle riding? (glass, rocks, drain grates, pot holes, etc.)

Why do you need to be careful? (to avoid falls, flat tires, or ending up in the path of a car)

Discuss that it is important to avoid hazards without swerving.

Rock Dodge (Continued)

PROCEDURE

Children are to ride straight toward the object and steer around it at the last moment. They should steer by turning the handlebars first one way (to avoid the object), then turning back the other way to put the bike back in the intended line of travel. The biggest mistake people make with this exercise is not going fast enough toward the obstacle, or making the maneuver too slowly. It is designed to simulate a situation where a cyclist is traveling at a good speed down the roadway and suddenly encounters an obstacle. It happens fast, and can't be practiced at a snail's pace. The placement of pairs of sponges close together is designed to make sure the cyclist doesn't simply make a big swerve around the "rock."

WHAT TO LOOK FOR

- Does the front wheel avoid the hazard?
- Was there quick turning action?

TIP

Set up two courses side-by-side with different spacing between the sponges to handle two proficiency groups.



Dodge-em Drive

OBJECTIVE

Teach children to deal with assorted roadway hazards.

BACKGROUND

Students will learn to look ahead for hazards, decide how to deal with them, and if they need to move left, to look behind for traffic before doing so. When presented with obstacles near the right edge of the road- for example potholes or drain grates- cyclists have two main choices. They can either move left to go around them or ride over them.

Since riding over a hazard could throw the cyclists to the ground, the best option is usually to go around. Unfortunately, there is a catch...many fatal bike-car crashes happen when a cyclist either swerves to the left of turns left without looking back or yielding.

These accidents happen most often during daytime on 2-lane residential streets. In many cases, the cyclist didn't look back before moving left. Many assume they can hear cars well enough without looking. That's a big mistake.

DIAGRAM

Place obstacles along the right side of a line or curb approximately 60-80' in length.

MATERIALS

- Cardboard Cars
- One Real Car
- One Cardboard Drain Grate
- Sponges for potholes

QUESTIONS

If the cyclists decide to move left and go around a roadway hazard, what should they do?

PROCEDURE

When cyclists see roadway hazards in their paths, they need to determine first if they can ride through or have to go around. If the cyclists decide to move left and go around, they should slow down, look back, and move left when safe. If traffic is coming from behind, the cyclists need to decide if the traffic is far enough back to pose no hazard. If it is far enough back, they signal a left merge and move around the obstacle. If it is too close, the cyclists should slow down and wait until it passes.

Dodge-em Drive (Continued)

WHAT TO LOOK FOR

As cyclists enter the exercise explain that they will be facing roadway hazards ahead. Introduce the subject of parked cars. Tell the student that a cyclist should always give a parked car 3 feet of clearance because of the risk of being doored. Mention there is a parked car in the station and let the kids go through one at a time.

Near each of the roadway hazards, hold up the car or leave it at your side. The kids should look back for traffic as they approach the hazard and move left when safe. If they see the car, they should slow or stop, and wait until it disappears before moving left around the obstacle.

TIP

More than 16% of the fatal bike-car crashes happen when a cyclist either swerves to the left of turns left without looking back or yielding.



Figure 8

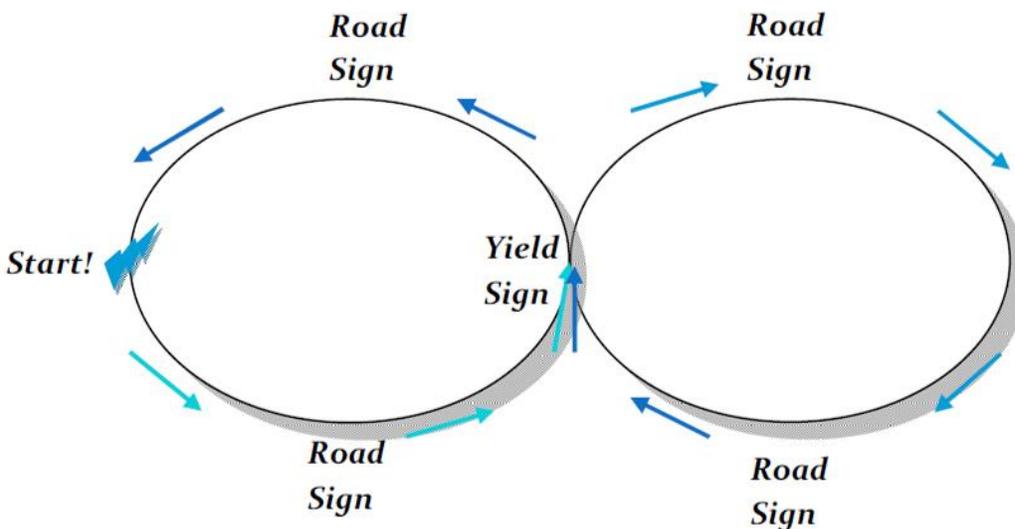
OBJECTIVE

Objectives of this station are to make the children comfortable with bike handling; work on smooth stopping; encouraging comfort while using their peripheral vision; and yielding to cross traffic.

SET UP

Draw this course, with chalk, in the shape of a figure 8: it winds and turns tightly, and then opens up for straight riding conditions. The line crosses itself creating an intersection. You want to ensure that you indicate the direction for riders to follow with chalk and road signs. You will also need to place the yield sign at the intersection of the paths, indicating one direction to yield to the other. See diagram on page three for illustration.

DIAGRAM



PROCEDURE

Ride the course one time and demonstrate. You want to follow the chalk line with your front wheel as best as possible. As riders practice the course, challenge them to gradually ride faster while maintaining a safe speed. Do not allow passing.

TIPS

The first teaching point is one of **peripheral vision**. Explain that peripheral vision allows you to see out of the corners of your eyes—without looking directly at an object. This vision allows us to focus on where we are going, while paying attention to street signs and other road users. Other teaching points include crossing at **intersections** and **yielding**. Students need to slow down where the paths cross. Explain that when you see the yield sign, you yield to others who were there first.

Slow Race

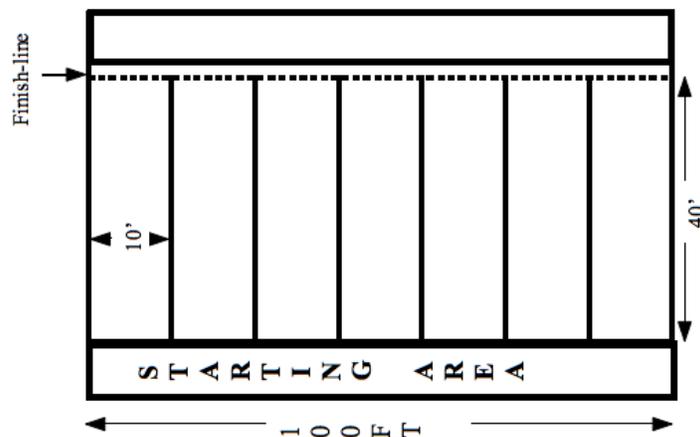
OBJECTIVE

To teach kids that they don't need to ride fast to have fun. Also, to improve kids overall control and low speed balance skills.

BACKGROUND

Children often hurt themselves while riding their bikes simply because they are riding too fast. Many of them ride at speeds too quick for them to pay attention to what is around them or too fast to stop at a moment's notice. If we taught them to ride slower we might be able to prevent more injuries.

DIAGRAM



MATERIALS

- Chalk
- Cones around perimeter (if you want)

QUESTIONS

Why is it important to practice your slow speed balance skills? Why is it important to ride at a safe speed while riding your bike? Have you heard of the story about the Tortoise and the Hair? Discuss how being in control of your bike and maintaining balance is important for being safe and not getting hurt.

PROCEDURE

-In a slow race the last bicyclist across the line wins. But the trick is to do it as slow as possible without the rider taking his/her feet off the pedals.

-To run the slow race, line the contestants at the start line and, when everyone is ready, yell "GO!" Any racer that weaves outside his/her lane or puts a foot down is disqualified.

What to Look For:

- Riders weaving out of their lanes
- Riders taking their feet off of their pedals
- Riders putting a foot on the ground

Safetyville

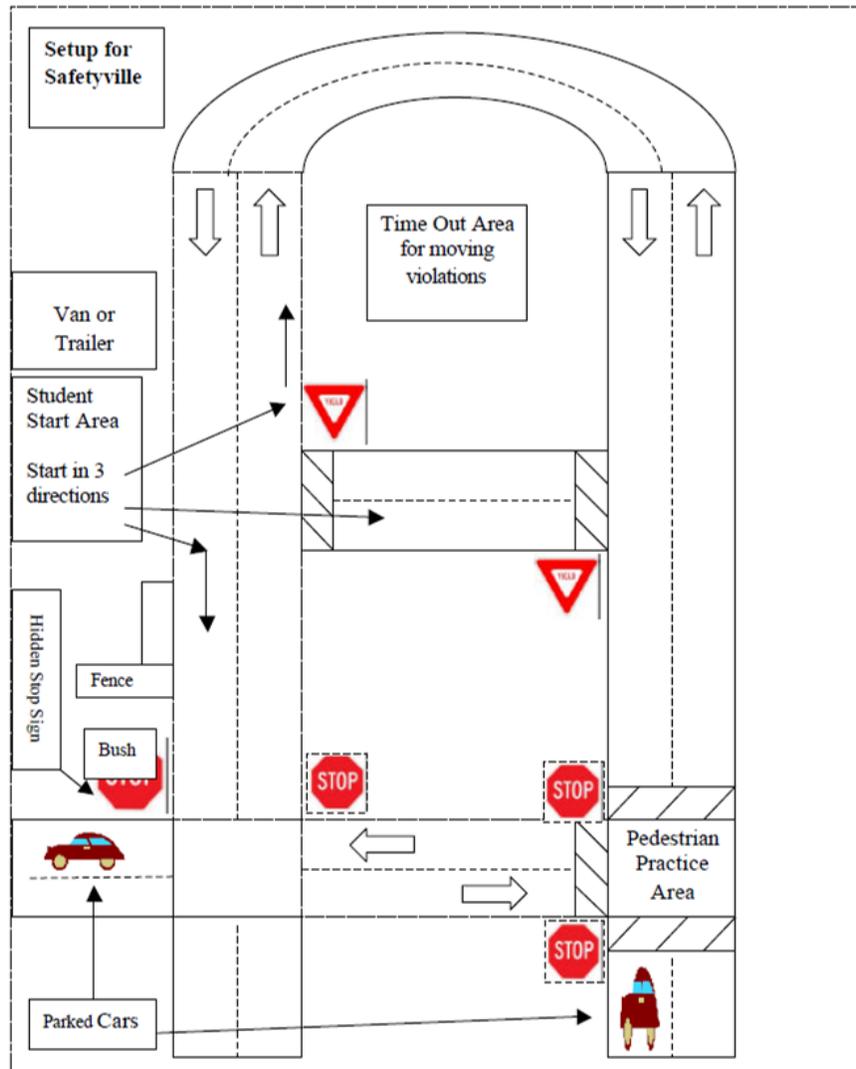
OBJECTIVE

Learning hand signals, practice stopping at edges, learning to yield, judgment and bike handling skills

SET UP

Safetyville is the most complicated course in this program. Please consult the picture below. Use the chalk cart and props to set up a street course as pictured below. The basic idea is to create a course, simulating traffic patterns. Each intersection is a little different. Some have a barrier that covers a stop sign; others encourage yielding and communication among bikers/drivers. Rules of the Road are reinforced by giving bikers a Ticket/time out when they break the rules.

DIAGRAM



Safetyville (Continued)

INSTRUCTIONS

Instruct the students to line up behind each other in groups of three. They will be pulling out of their driveway and entering into the roadway. The student on the left hand column will turn left out to the driveway, the student on the right column will turn right out of the driveway and the center column will cross the road and continue straight. Tell the students that Safetyville is a place where bikes get to take over the road. Since bicycles and cars are both vehicles, bikes need to follow all the rules of the road. Students will get a ticket (placed into the middle of the route for 1 minute) if they break a rule

- All students will demonstrate peeking around the fence barriers and looking left, right, left before pulling into the course
- At stop signs and intersections, students should demonstrate appropriate hand signals and yielding practices.
- They should also practice looking left, right and left before proceeding through the intersections. Students can get a ticket for speeding and passing.

TEACHING POINTS

- Teach students hand signals.
- Review stopping at edges and looking Left, Right and Left and using hand signals.
- Introduce the concept of "Yield." It means to surrender or give up your right of way. When you see the Yield sign you let other people go first unless there is no one there. At intersections you yield to pedestrians and the other riders who were there first.
- Pedestrians have the right of way (right to go first) at intersections. Pedestrians can practice in the marked crosswalk areas.

VOLUNTEER JOBS

Volunteers can be used as police officers in this course. They should be placed at intersections to reinforce the use of hand signals and looking left, right and left before proceeding through intersections.

Students can be used as pedestrians at cross works to reinforce the idea of pedestrian right of way.

Putting It All Together: Riding the Trail or Road

OBJECTIVE

To provide an opportunity for participants to demonstrate the skills presented in camp.

BACKGROUND

Participants benefit from practicing skills necessary to effectively deal with assorted roadway situations.

MATERIALS

Bike to ride the street.

PROCEDURE

Take advantage of the most natural road environment possible. Consider a portion of a long driveway or a section of a street (temporarily blocked from traffic). Use natural objects whenever possible (real cars, stop signs etc.). Be sure you include as many of the following as possible:

- stop sign
- intersection, driveway
- left and right hand turn
- scanning
- hazards (sponges, pylons, "drain grates")
- sight obstructions (cars, bushes, fences, dumpsters)
- parked cars

Explain to participants that they will have a chance to "put together" all of their bicycling skills. This can be confusing and not meaningful for the younger, less-experienced participants.

WHAT TO LOOK FOR

- looking left, right, and left
- riding through a hazard that should have been avoided
- riding too close to parked cars
- improperly executed turns
- power takeoffs
- scanning techniques
- spotting and avoiding hazards
- signaling