

## Topic

- ▼ Classroom Presentation - Introduction (4th & 5th, lesson 1)
  - ▼ Why bike?
    - Who bikes to school?
    - Who bikes to other places? Where?
    - Who do you ride with?
    - Where would you like to go?
  - ▼ Benefits to biking
    - Health: 60 minutes of physical activity a day
    - Destinations: where, when, who
    - Learning about your community
    - School: physical activity supports learning and brain development
    - It's fun!
  - Personal Safety Check
  - ABC Quick Check
  - Proper Bike Fit
  - Bike Repair
  - ▼ Bike Handling Skills
    - Power pedal position
    - Stopping with both brakes
    - Riding straight, smooth turns
    - Hand signals
    - Scanning (scan - signal - scan - merge)
  - Hand signals
  - Street Skills
  - Bicycling for Transportation
  - Bike Fleet
  - Learning to Ride
  - ▼ Schedule
    - helmet fitting
    - on-bike lessons (up to six for 5th grade, up to four for 4th grade)
    - traffic awareness lesson
    - on-street lesson?
  - Weather
  - ▼ Reminders
    - You are welcome to bring your own helmet
    - If you use our helmet, and want something to wear on your head, bring it!
    - Look at the schedule to see when your on-bike lessons are
    - Close-toed shoes
  - ▼ Bike check
    - ▼ ABC Quick Check
      - A = air (tire pressure)
      - B = brakes (clearance, adjustment)

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- C = chain, cranks
- Quick = quick releases
- Check = ride
- ▼ Adjusting and fixing
  - seat height, leg nearly straight
  - fixing your bike, how to learn
  - bike shops
- Bike parts (diagram)
- ▼ Helmets and bikes
  - Everyone is welcome to bring their own helmet
  - We provide green bikes for everyone to use
  - Your bike? No
- ▼ Don't know how to ride?
  - A bicycling instructor will work with you individually
  - We have balance bikes for learning balance
  - You can return to the group when your balance and starting/stopping skills are good
- ▼ Classroom Presentation - Helmets (4th & 5th, lesson 2)
  - ▼ Presentation
    - ▼ Helmets
      - ▼ types of helmets:
        - bicycle
        - multi-sport
      - helmet law: all people under 18 must wear a helmet
      - fine \$50
    - When you really need a helmet
    - Yours or ours
    - Head covering and hair
    - Helmet fit
    - Discard your helmet when...
    - Quiz
  - ▼ Fitting
    - ▼ Helmet fitting
      - all instructors and assistants must have been trained in proper helmet fitting before leading or participating in helmet fitting with students
      - instructor demonstrates the entire sequence quickly, and then demonstrates each step as the students follow with their helmet; students with their own helmet participate in this process
    - ▼ steps:
      - open up the helmet all the way (circumference)
      - place the helmet on your head, tug on the straps
      - close the helmet until it is comfortably tight (circumference)
      - check the sliders to make sure the straps form a V just below the ears
      - snap the buckle and place two fingers under the chin strap

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- if chin strap adjustment is needed, take the helmet off to adjust the chin strap (generally students are not able to effectively make the adjustment with the helmet on, until they have gained experience)
  - [instructor demonstrates chin strap adjustment again]
  - after a reasonable length of time for students to complete helmet fitting, instructors may complete it for them, but since helmet fitting is a critical learning, these students should receive additional instruction at a later time
  - there are helmet fitting handouts from NHTSA that can be offered to students and/or parents
- ▼ Logistics
- ▼ Helmet management
    - helmets should receive a quick inspection before every use
    - helmets should receive a thorough inspection after every 12 uses
    - a supply of head coverings can be maintained to meet student/family concerns about head lice, however, unless these have been funded by the program, they must be charged for in order to purchase new ones
  - ▼ Give-away helmets
    - if helmets are available for give-away to low income or all students, it is best if these are distributed and fitted before the instructional program starts so that students may wear their new helmet during the program
  - ▼ Helmet selection
    - ▼ helmets must have the following characteristics in order to be effective in program use:
      - available in a range of sizes and/or highly adjustable over the range of student head sizes
      - head circumference adjustment, easy to use
      - ear slider adjustment
      - chin strap adjustment, easy to use
      - chin strap buckle mechanism, easy to use
  - ▼ Student owned helmets
    - students are encouraged to bring their own helmets for use during the instructional program
    - ▼ student helmets must be safety checked before use:
      - no visible cracks or other damage, no extensive weathering or dirt
      - shell intact (the shell provides safety by sliding on the ground rather than catching)
      - helmet can be adjusted to fit the student's head (is not too large or too small)
      - low quality children's helmets may not have necessary circumference, slider, and chin strap adjustment to fit securely; though this is not in and of itself cause for rejection of the helmet, these students should be offered better helmets for use or as a donation, when possible
- ▼ Classroom Presentation - Traffic Awareness (5th grade, lesson 7)
- ▼ Traffic laws for bike riders
    - brakes that work
    - night: white light on front and red reflector on rear; HOWEVER, use a red light on rear
    - no double riding
    - music - one ear only

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- Riding in groups
- ▼ Rules of the road
  - “Bicyclists have all the same rights and responsibilities as motor vehicle drivers.”
  - ride in the same direction as traffic
  - take turns at intersections, know right-of-way
- ▼ Where to ride?
  - sidewalk?
  - quiet streets?
  - bike lanes?
  - bike paths?
  - in traffic?
- signs and markings: sharrow, Bikes May Use Full Lane, Bikes Use Sidewalk or Traffic Lane
- ▼ Lane Positioning
  - "the rightmost lane that reaches your destination"
- ▼ Left turns
  - pedestrian turn
  - left turn, as a vehicle
  - box turn, as a bicyclist
- Right of Way Rules
- ▼ Bicycle crashes
  - crashes with cars, only 17%
  - other crashes: falls, other bikes, dogs and squirrels
  - road hazards
- ▼ Watch out for...
  - door zone
  - driveways
  - right hook turn
  - left cross turn
  - intersections
- ▼ Five layers of safety
  - 1 Control Your Bicycle (don't fall or collide with others)
  - 2 Follow The Rules (don't cause traffic “accidents”)
  - 3 Lane Positioning (discourage other driver's mistakes)
  - 4 Hazard Avoidance (avoid the other driver's mistakes)
  - 5 Passive Safety (protection when all else fails)
- What's next for you
- ? Street Ride ?

## Topic

## ▼ On-bike Lesson 1 (4th &amp; 5th)

- course elements: straightaway, cone weave, left turn, right turn, stop signs
- preliminary: riding for transportation, not tricks or racing; helmet colors
- ▼ Getting ready:
  - Helmet fitting with entire group: step by step, then students, student check, adult check (see separate helmet fitting outline)
  - Line up by height, assign bike numbers, break into instructional groups
  - ABC Quick Check (brief)
  - personal safety check
  - NO seat height adjustment unless required
  - NO gear shifting
  - *(separate out students known to be non-riders)*
- ▼ A. Starting and stopping:
  - course: straight-away; two stop signs; minimum of four stop locations with two additional locations marked
  - instruct power pedal position
  - instruct use of hand/rim brakes
  - practice starting and stopping
  - repeat until majority of students are successful *(separate out students who cannot achieve starting and stopping)*
- ▼ B. Bike handling practice:
  - course: straight-away; two stop signs; add turns; add cone weave by removing one set of markers
  - practice riding in a straight line going out
  - practice cone weave coming back
  - first time: turns without stops
  - second time: add full and complete stops at stop signs
  - repeat until majority of students are successful at bike handling *(separate out students who cannot achieve bike handling)*

## ▼ On-bike Lesson 2 (4th &amp; 5th)

- course elements: same as lesson 1
- Getting ready, with minimal adult support; helmets, same number bikes; teach seat quick release, detailed ABC Quick Check
- ▼ A. Signalling and looking:
  - review hand signals
  - signal while riding, return hands to handlebars
  - at stop: power peddle position; look left, look right, look left again; signal again, return hands to handlebars before turning
- ▼ B. Scanning:
  - explain context for scanning
  - practice scanning while maintaining a straight line
  - cone weave on return (remove one set of markers)

## ▼ Lesson 3 on-bike (5th)

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- course elements: two straightaways with lanes for scan-signal-scan-merge; intersection
- weak and non-riders rejoin the class, using whatever devices they can
- rotate groups through element A intersection and element B scan-signal-scan-merge
- Getting ready, with minimal adult support; helmets, same number bikes, students adjust seats if necessary
- ▼ A. Intersection
  - riding on the right side of the road; right-most lane that reaches your destination
  - stopping and yielding
  - signaling
  - communicating
  - practice
  - rules of right-of-way
  - left hand turn options (pedestrian, box, vehicular)
  - additional practice
- ▼ B. Scan - Signal - Scan - Merge
  - chant scan – signal – scan - merge
  - practice with instructor call-out
  - practice again without instructor call-out
- ▼ On-bike Lesson 4 (4th & 5th)
  - More practice on Lesson 3 skills, same setup
  - gears: explain context, practice shifting up and down; remind students to put bike in third gear at end
  - ghost bike space

**Topic**▼ **On-bike Lesson 5 (5th)**

- skills practice: student practice any skill in which they are weak
- ▼ skills check (to pre-qualify students for on-street lesson)
  - ability to scan-signal-scan-merge at least once
  - full and complete stop at stop sign
  - power pedal

▼ **On-bike Lesson 6 (5th)**

- Skills check: students may have ONE last chance to qualify, but do not force students who will not graduate to continue on skills - have fun!
- This lesson is for students who do not qualify for the street ride, whether due to skills, behavior, attention span, or permission form
- ▼ Schoolyard groups
  - additional practice on everything learned in Lessons 1-3
  - figure 8
  - slow race
  - follow-the-leader ride around the playground or campus, never do a “free ride”

▼ **On-street Lesson 6 (5th)**

## ▼ Logistics

- students put on same color vest to form groups; you should wear a vest too (if it fits)
- if you have students who already qualified, you should have 25 minutes to ride; if you have a group that qualified later, you will have less time and must modify your plan
- review bike space

## ▼ Skills

- driveway: riding out of driveways; stop at the edge, look left, look right, look left again
- lane positioning for riding, protecting against right hook
- intersections: signs and signals, or lack thereof; review rules of right-of-way
- lane positioning for right hand turn, practice one or more right hand turns
- lane positioning for left hand turn, review left hand turn options, practice one or more left hand turns
- use one intersection to practice multiple paths: straight, left turn, right turn

## ▼ Instructor reminders

- ride your route, or create your own, before the lesson period starts; determine what locations you will use to practice the skills
- put the lead instructor cell phone number and school office number on your phone
- if making U-turns, use the three-point curb turn
- use parking lane line-ups (perpendicular to the curb) for instruction and discussion
- always have all students in view, whether in front or behind
- if behavior is dangerous, stop and correct it, now; if not corrected, shorten the ride or walk back; do not send students back separately from the group
- never ride on streets with speed limits above 25 mph
- if you have a second adult in your ride group, be very explicit about where you want them to be and what you want them to do
- be back 5 minutes before end of lesson period