

# Neighborhood bike ride / Bike rodeo

## LESSON 9

?	5-10 MINUTES	
	<b>Physically fit lifestyle</b>	<b>80</b>
!	25-60 MINUTES	
	<b>Neighborhood ride</b>	<b>81</b>
!	25-60 MINUTES	
	<b>Bike rodeo</b>	<b>83</b>

### EQUIPMENT

- Post-test evaluation sheets
- Reflective vests for ride leaders
- Extra volunteers / 1/2-day substitute / teacher cover for class while group rides commence



### OVERVIEW

#### Purpose:

This lesson is a culmination of the program thus far. Students will use the skills they learned on the street and learn to ride in groups.

#### Topics covered:

- On-street bicycle riding
- or
- Bike rodeo

#### Preparation notes:

Teachers must get a substantial number of volunteers to run the on-street rides. Generally, the ratio should be 5 students to one adult or better. Police and fire departments can be contacted for volunteers. Teachers should talk with bike clubs, shops and advocacy organizations to get more volunteers.

### STATEWIDE EDUCATION GOALS

#### Health

##### Controllable health risks

- Understand and apply prevention and risk reduction strategies

##### Safe and healthy environment

- Understand and apply strategies to improve and maintain health
- Apply injury prevention

##### Healthy relationships

- Communication to enhance safety

#### Physical education

##### Expressive and efficient movement

- Demonstrate movement principles in performing skills related to a team activity and an individual or partner activity
- Detect and correct errors of a critical element of movement
- Demonstrate basic strategies specific to one team activity and one dual or individual activity
- Demonstrate an understanding of the rules to be followed during participation in specified physical activities

##### Fitness for lifetime

- Develop personal activity goals and describe benefits that result from regular participation in physical education
- Analyze and categorize physical activities according to potential fitness benefits

##### Self-management and social behavior

- Apply rules, procedures and etiquette that are safe and effective for specific activities/situations

# Neighborhood bike ride / Bike rodeo

BACKGROUND

LESSON



## PHYSICALLY FIT LIFESTYLE

Riding a bike, walking, skating, scooting, and blading are all excellent ways to maintain an active and healthy lifestyle. In fact, national organizations, such as the National Centers for Disease Control, are working to increase bicycling and walking to school and work as a means of getting exercise. The Bike Safety Program and other programs nationwide are promoting and doing similar work with the same goals.

This curriculum works to empower students to ride safely so that they can start biking and walking to school on a daily basis. Hopefully the teachers can work internally to ensure that there is adequate bicycle parking and work with students to plan safe travel routes to school. Students and teachers should discuss their plans to bike and walk to school and the benefits of a daily exercise routine. Students should also have dialogues with their parents, and even request that their parents accompany them the first few times so that parents and children feel that the commute is safe.

Riding a bike and promoting cycling to students may be the most effective way to increase youth cycling to school. For more assistance on route planning and other safety considerations (in addition to this curriculum), call your local bicycle advocacy organization, most likely the BTA, the organization that brought this very curriculum to your classroom. These bicycling organizations may have programs, such as Safe Routes to Schools, which work with teachers, administration, students, and parents to getting children to school safely on their own two wheels (or feet).



## NEIGHBORHOOD RIDE

*See Lesson 10 for post-testing during neighborhood rides*

### MATERIALS

- Bright safety vests for leaders and sweeps
- Bicycles
- Watch for each group ride leader
- Pump (1 per group)
- Route directions
- Repair tools (1 per group)
- Helmets
- Patch kits (1 per group)
- Safety kit (1 per group)
- Cell phone / walkie-talkies

- ➊ Have students organized in groups for riding. Each must have a helmet and a bike. Ride leaders must have vests and one adult per group wears a pack with tools and a safety kit.
- ➋ Communicate to the class the riding activity and the riding rules (see *Background* column).
- ➌ Assign groups of students to adults (see *Background* column for strategies).
- ➍ Allow each group to go for at least 20-minute ride. If there is plenty of staff, the rides can be longer (or to a destination where we stop and play, get ice cream, etc).
- ➎ Upon returning, debrief.

**WHAT:** This activity combines all the skills of safe bicycling and puts them into practical application in a neighborhood setting.

**PURPOSE:** To give the students exposure to cycling in traffic and enforce proper cycling technique.

### On-street ride

The on-street ride is preferred to a bicycle rodeo because students practice skills while gaining confidence of proper on-road cycling. To coordinate rides, teachers must obtain prior approval by administration and parents using normal field trip procedures. Teachers should also recruit volunteers ride leaders. A ratio of one adult to five students is ideal, but adults can usually handle seven student cyclists.

When planning group rides, one of two basic riding strategies should be taken:

**Small groups** – each adult leads as small a group as possible. The adult either rides in front or back of the group, communicating with students to keep right, hand signal and facilitating communication among each other. In small groups, adults should allow each student to negotiate intersection movements independently. At stop signs, adults can stand to the left of students, coaching them through intersections. Students should be told to wait a couple of hundred feet up the road for the rest of the group. The advantage of small groups is that students learn a more realistic sense of cycling in traffic.

**Large groups** – classes are broken into groups of 10-15 children and two or three adults per group. Students negotiate intersections as individuals but often are waived on by automobiles, or fail to properly stop at stop signs because the cyclist before them just went through. Adults should be spread out among the group.

*(continued next page)*

# Neighborhood bike ride / Bike rodeo

## BACKGROUND

## LESSON

*(continued from previous page)*

**Combo groups** – A good method is to combine the two styles. Small groups of students, each supervised by one adult, ride the same routes but are separated by a few moments and remain in eye-sight of each other. This will give teachers more ability to supervise their entire class while allowing youth the ability to negotiate intersections in small groups. The drawback is that front groups often have to wait for rear groups.

### Ride leaders and sweeps

Each ride should have a leader who knows the route and is an expert at bicycling and managing the large group of students. The ride leader's responsibility is to ensure that the groups of riders do not get lost behind. The rider leader must wait when later groups are not in sight. A general rule is that the ride leader should be able to see at least half the class.

Ride sweeps should carry a cell phone, emergency equipment and repair tools. The ride sweep is often the lead teacher or responsible bicycle advocate. The ride sweep is responsible for managing any problem that arises including injuries and mechanical failures.

### Routes and logistics

Rides should begin on low to medium traffic streets around the community, distance depending on time. Rides can be led on higher traffic streets as students improve in skill. Teachers will want to consider routing and meet with volunteers at least 15 minutes before class to discuss routes (maps are helpful) and group riding strategy. Teachers should also have reflective vests, patch kits and medical kits for adults to carry.

Teachers may have pre-marked the riding course with signs such as "Bicycle Event" placed around the course. Another idea on long rides is to recruit parents to stand at important intersections and guide groups, ensuring that they keep on the designated course and acting a check-in posts. If you do this, make sure to tell the volunteers how many groups they should expect to see passing.

## NEIGHBORHOOD RIDE GUIDELINES

### Laws

- All riders must wear an approved helmet, fitted properly.
- Bicycles are vehicles and must follow same laws that apply to motor vehicles.
- When riding on the roadway, ride as far to the right as is safe.

### Group Riding Techniques

- Take responsibility for yourself. Don't just follow the leader, especially when crossing streets, driveways or intersections. If a traffic light turns yellow and half of the group rides through, you should stop and they will wait.
- Ride single file and ride on the right, pass on the left. (Limit passing on group ride).
- Communicate with other riders verbally and with hand signals (left and right turns, stops, hazards, slowing, passing).
- Ride as a group, but leave at least one bike length between you and the next rider. When passing another rider, give verbal warning "PASSING".
- For left turns, consider traffic volume and skill levels to decide the best technique.
- The first and last rider (leader and sweep) wears retro-reflective material.
- Everyone pulls off to the right side of the roadway for discussions and rest stops.



## BICYCLE RODEO / POST-TEST

### MATERIALS

- Refer to prior lessons and activities

A good method for testing students' skills is to run a bike rodeo. At each station, an adult could have a score card with the students' names and a list of events in which they will be graded. Teachers should grade students "1" for excellent, "2" for satisfactory, and "3" for unsatisfactory. For more information, see *A Guide to Bicycle Rodeos*.

### Order of events

- ① Helmet fit
- ② Bicycle check
- ③ Snail race
- ④ One-handed riding
- ⑤ Bicycle slalom
- ⑥ Scanning
- ⑦ Railroad tracks obstacle course
- ⑧ Intersections and turns
- ⑨ Emergency stop
- ⑩ Rock dodge
- ⑪ Quick turn

**WHAT:** Bicycle rodeos are organized events with a series of stations that the students bicycle through to help reinforce the skills that were taught during the previous lessons. This rodeo consists mostly of the same exercises that were executed during the curriculum.

**PURPOSE:** To reinforce and test skills of students.

# Neighborhood ride and written test



## LESSON 10

?	5 MINUTES	
	<b>Last day</b>	<b>86</b>
!	15 MINUTES	
	<b>Written post-test</b>	<b>86</b>
!	40 MINUTES	
	<b>Neighborhood ride</b>	<b>87</b>
!	15-60 MINUTES	
	<b>Teacher evaluation for the Bicycle Safety Program</b>	<b>88</b>

### EQUIPMENT

- Post-test evaluation sheets
- Reflective vests for ride leaders
- Extra volunteers / 1/2-day substitute / teacher cover for class while group rides commence

### OVERVIEW

#### Purpose:

Students take a written test to test their comprehension of traffic rules.  
Students take another neighborhood ride to practice their road safety skills.

#### Topics:

- Written post-test
- Neighborhood ride

#### Preparation notes:

Again, teachers need a substantial number of volunteers to run the rides. An ideal riding group will be one adult for five students or two or three adults to each 10 students. One idea is for the teacher to recruit one person to stay with a half the class while they take the written test, allowing the other group to ride. Midway through the class those students can ride and the other comes in to take the test.

### STATEWIDE EDUCATION GOALS

#### Health

##### Controllable health risks

- Understand and apply prevention and risk reduction strategies

##### Safe and healthy environment

- Understand and apply strategies to improve and maintain health
- Apply injury prevention

##### Healthy relationships

- Communication to enhance safety

#### Physical education

##### Expressive and efficient movement

- Demonstrate movement principles in performing skills related to a team activity and an individual or partner activity
- Detect and correct errors of a critical element of movement
- Demonstrate basic strategies specific to one team activity and one dual or individual activity
- Demonstrate an understanding of the rules to be followed during participation in specified physical activities

##### Fitness for lifetime

- Develop personal activity goals and describe benefits that result from regular participation in physical education
- Analyze and categorize physical activities according to potential fitness benefits

##### Self-management and social behavior

- Apply rules, procedures and etiquette that are safe and effective for specific activities/situations

# Neighborhood ride / Written test

BACKGROUND

LESSON



## OUR LAST DAY

Let students know that this is the last day of the riding lesson. Hopefully it was fun and maybe now more people in the class will continue to ride their bikes to school and do it safely. The teacher should take final questions, comments, concerns, etc.



## WRITTEN POST-TEST

Administer the written post-test and collect journals. The post-tests, journals, and general behavior should be part of the grade for this program.

Use the pre and post-tests as an evaluation tool to measure the students' improvement and as one element for the teacher evaluation of this curriculum. Please see the next page for the full instructions for the teacher evaluation for the curriculum.

*\*In order to maximize riding time, teachers can administer the post-test in the class session following the ride.*



## NEIGHBORHOOD RIDE

### MATERIALS

- Bright safety vests for leaders and sweeps
- Bicycles
- Watch for each group ride leader
- Pump (1 per group)
- Repair tools (1 per group)
- Helmets
- Patch kits (1 per group)
- Safety kit (1 per group)

- ➊ Have students organized in groups for riding. Each must have a helmet and a bike. Ride leaders must have vests and one adult per group wears a pack with tools and a safety kit.
- ➋ Communicate to the class the riding activity and the riding rules (see *Lesson 9*).
- ➌ Assign a group of 10 students to two adults (or one adult per five youths).
- ➍ Allow each group to go for a 20-minute ride. If there is plenty of staff, the rides can be longer (or to a destination where we stop and play, get ice cream, etc).
- ➎ Upon returning, debrief.



# Neighborhood ride / Written test

BACKGROUND

LESSON



## TEACHER EVALUATION FOR THE BICYCLE SAFETY PROGRAM

Please complete a evaluation of the Bicycle Safety Program. This evaluation will serve to make the program better and assist the Bicycle Transportation Alliance meet teachers' and students' needs.

In the Handouts chapter you will find an evaluation sheet that should take no more than 15 minutes to complete. Please fill this out and return to:

Bicycle Transportation Alliance  
P.O. Box 9072  
Portland, Oregon 97207  
Attn: Bicycle Safety

The BTA also requests that teachers who enjoyed this curriculum and felt it was valuable for their students write a letter in support of the program. The letter should be no more than two pages, written on school letterhead and co-signed by the school principal if possible. Letters of support could include the following topics:

1. *Course Content* — is the content appropriate, exciting and educational for your class?
2. *Experiences for Your Class* — did your students enjoy the class? Did they think it was an appropriate topic and experience for school.
3. *Potential for the Course* — would you run the course again? Is this something that more teachers should do? Might you recommend that bicycle safety is a necessary component of curriculum for 5th and 6th graders? Other age groups?
4. *Length of Course* — consider the appropriateness of a comprehensive course with on-bike training versus a one or two hour program with discussions of bike safety.
5. *Training* — were trainings helpful and necessary, or not?