Bicycle Safety Rodeo Manual

Bicycle Safety Lesson 3 of 3

Grade level: 4

Subject Area: Physical Education, Health
Skill Set: Bicycle Safety

California Health Education Standards

7.4.N Practice how to take personal responsibility for engaging in physical activity
1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
1.18.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
5.4.S Evaluate how following family, school, and community rules can impact safety.
7.3.S Use appropriate protective gear and equipment.
7.4.S Follow safety rules and laws at home, at school, and in the community.
8.3.S Encourage other's safety behaviors (e.g., wearing bicycle helmets and seat belts).

California Physical Education Standards

5.3 Accept responsibility for one's own performance without blaming others.
5.4 Respond to winning and losing with dignity and respect.

Introduction

What is Safe Routes to Schools?

We are happy to invite you to be a part of the Safe Routes to Schools Program (SRTS). Safe Routes to Schools is a worldwide effort providing education and support for infrastructure changes that create safer streets to walk or bike to school.

Thirty years ago over 66% of all children in the U.S. walked to school (U.S. Centers for Disease Control and Prevention). Walking or biking to school gives children a taste of freedom and responsibility, allows them to enjoy the fresh air and the opportunity to get to know their neighborhood, while arriving at school alert, refreshed and ready to start their day. Yet most American children are denied this experience - today, only 13% of America's children walk or bike to school (U.S. Centers for Disease Control and Prevention).

You can help change this and reduce the frustration of morning traffic jams all around your city!

What is the Bicycle Skills Training (aka: Rodeo)

The goal of the Rodeo is to teach basic bicycle handling skills that will help them to lead healthy and active lives. In this lesson children learn the importance of seeing, being seen, and remaining in control, at all times when riding a bike. This is achieved through a series of bike handling drills and the simulation of traffic situations. This activity is a follow up activity to two classroom lessons focusing on helmet usage, basic trip preparation, and pedestrian and bicycle laws and regulations.

What do I need?

You must bring a bike, helmet, water, snack, hat and sunscreen.

Managing 4th Graders

The Bicycle Rodeo is a dance with chaos. However, SRTS is a professional program, teaching safety and presenting ourselves with confidence. The students arrive excited and ready to participate but are easily distracted because there is so much happening at once. Participation in the rodeo is a privilege, we explain this at the beginning of the event and we are very clear about the behavior we expect. As teachers and facilitators you should not tolerate disruptive or disrespectful behavior. Students respond well to "Hospital Time Outs" where they are off their bikes for unsafe behavior – presumably behavior that would lead to them being injured and taking a trip to the hospital. Hence the time out for unsafe riding behavior. Consult the Safe Routes lead staff or school teacher for additional support if unsafe or disruptive behavior continues.

Communication Tips

- **Require Respect** for yourself as an instructor and for one another as students. Do not tolerate or ignore disrespectful behavior. Use the specific language, "I expect you to be safe and respectful toward the equipment, each other and the staff. If that is not happening you will not participate." Don't allow disruptive students to ruin the event for everybody. "Participating in the rodeo is a privilege and riding on your own is an important responsibility". **Do not hesitate** to remove a student from the activity if their behavior is not appropriate for the course.
- **Be enthusiastic,** and use this as a tool to engage them. Build on their enthusiasm.
- **Set high performance standards**. Many children genuinely lack confidence and this can be a valuable confidence building experience. Many youth think these exercises are too easy. If you explain the stations correctly and provide them with **feedback** that is positive and encouraging, you can challenge their ability. If they are working hard they won't get bored and they will be easier to manage.
- **Keep an open ear.** Youth are constantly being told what to do by adults, so keep an ear open to what they have to say. You must balance being firm and clear with your expectations and instructions, with being welcoming and friendly.
- **Breathe!** Especially when total chaos breaks out; smile and remember to BREATHE! Think about what needs to happen and act to make sure that it does. Ask for help. Improvisation is healthy.
- **Modeling.** You should model (on the bike as well as off the bike) what you want them to do.
- **Ask a lot of questions whenever possible.** Rather than telling them, ask them, and if necessary prompt them to provide the answers about how and why we do things.

What is my job in helping to run these events?

1. Set up and Break Down

We will need help loading and unloading the rodeo supplies and setting up the stations. All four stations and the orientation/debriefing area are set up as described below. You must place a white sandwich sign with the name of the station beside each of the four courses. Students will gather for start and finish of rodeo in a central area from which other stations are visible.

Notes: After deciding on the general layout, first chalk the slalom course, and then chalk Safetyville. Incorporate the van/trailer into the Safetyville course and leave it parked. Leave Safetyville materials in van until course is chalked. Remove equipment for other stations and continue setup. During orientation: if there are a large number of scooters, keep them in the same group.

2. Initial Orientation with Students

When students initially gather (unless you have your own bicycle fleet) there will be a large number of bicycles needing minor adjustments. We will need your help with pumping up tires, checking brakes, adjusting seats and helmets and other details. Someone will be assigned to help students that don't have bikes and also to fit helmets (See Appendix A for a quick helmet fit checklist.) Please remember to **work quietly** during these tasks as other instruction will be happening concurrently.

3. Running the Stations

Each station has specific teaching objectives. Use this manual to orient yourself with these objectives. Every teacher has his or her own style and ways of communicating with youth. Don't be hard on yourself the first few times explaining the stations. This manual will explain how many volunteers you need for your station and what to expect them to do. Just remember that keeping it simple and modeling instructions on your bike will always help.

The Stations

1. The Learning Zone

Teaching new riders is easier on a separate area with a slight downhill grade.
Use a variety of techniques to teach new riders. If the bicycle you are using has hand brakes, lower the seat and remove the pedals. Remember that the left pedal is reverse threaded. Lowering the seat so that the student can rest their feet "flat footed" on the ground will help them feel comfortable when learning to ride. Students should first familiarize themselves with their brakes and mainly use the rear brake at the start of their learning. A good drill to help teach "balance" and counter-steering is to stand behind the rider and hold them upright by bracing the rear wheel between your legs. Tell them to turn the handlebar gently in the same direction as the bike is leaning and switch back and forth letting the student steer in the correct direction. Turning into the direction of the leaning bicycle will keep them upright as they ride. Their goal is to develop their balance skills by gaining confidence and momentum until they are able to glide with their legs off the ground. Have students try to build up balance and momentum until they are able to glide.

After they are able to glide install one pedal. Have them do the "pedal on" dance. This involves stepping directly out to the side, lifting the foot up, bringing it back under the same hip and then stepping downward and applying force. It works well to do this at the edge of a curb or bench where the student can practice stepping up and patterning the motion needed to place their second foot onto the bike and begin pedaling after they are coasting.

"Power Pedal" position is next;

Followed by riding figure 8's. Students may then join the other riding group if time allows.

2. Super Slalom

Materials Needed

- 56 half tennis balls or 12" small cones
- Obstacles as needed. Small teeter- totter or yield signs or other standing road signs.
- Chalk for drawing "Road Signs" and messages of "Fantastic" reasons to bike (more fun, clean air, less pollution…)

Set up

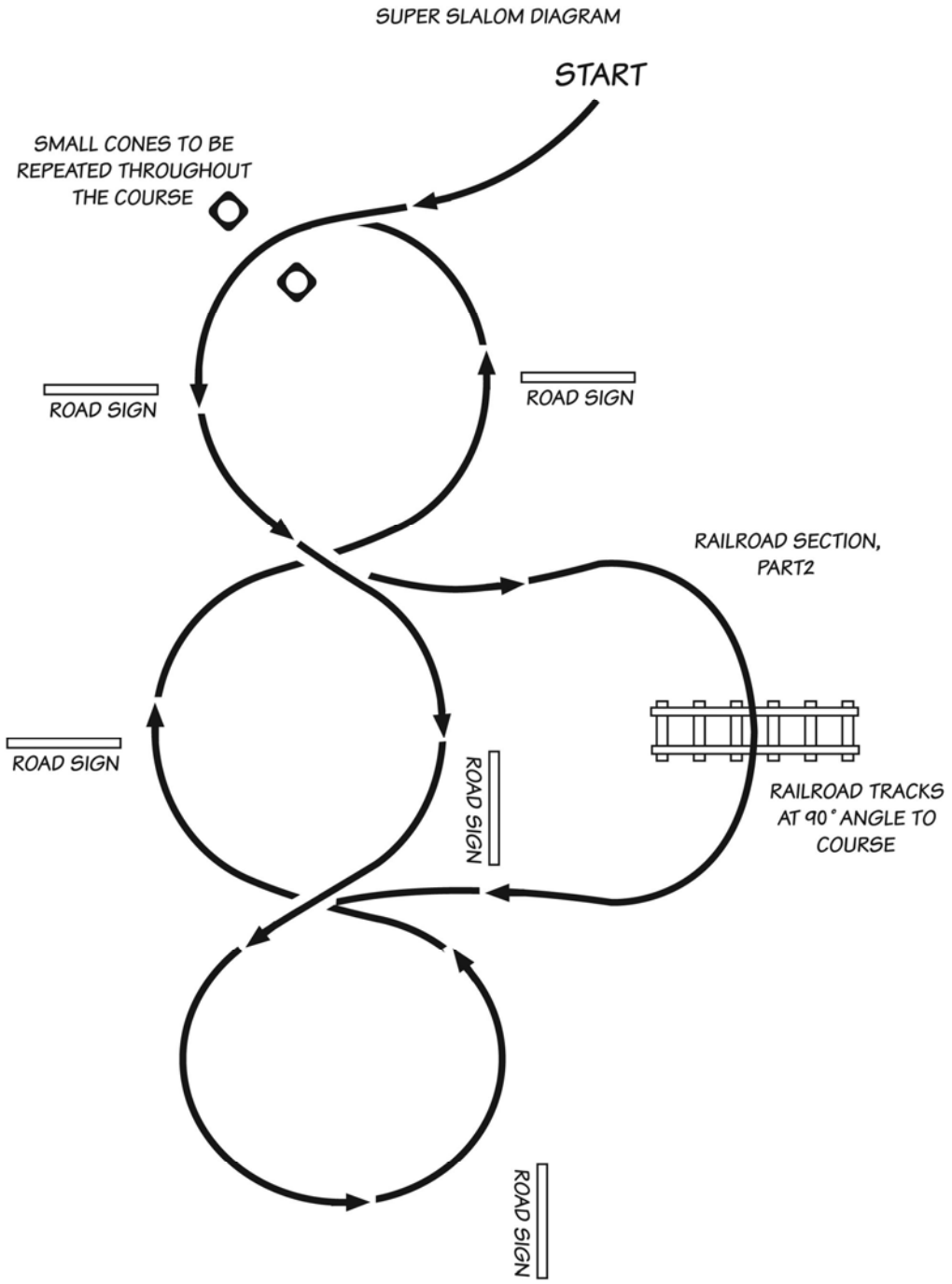
The course consists of a circuitous chalk line, which winds and turns tightly then opens up into straight away sections. The line crosses itself at several points creating intersections. Think of a triple figure 8. Use arrows at crossings to indicate the direction riders should follow. The chalk line is outlined by traffic cones. The traffic cones are placed far enough apart that any child should be able to navigate the course while remaining between the cones. Chalked versions of traffic signs are marked to the left and right of the course so that students can use their peripheral vision to read them. On a separate section, place railroad crossing bars perpendicular to direction of rider. (See next page for course diagram.)

Instructions

Ride the course once and demonstrate
The object is to follow the chalk line drawn on the blacktop with their front wheel. Cones are set up to mark the course and they must stay within the cones. Keeping their tire right on the line will be very difficult (impossible actually) to do, but everybody should be able to stay within the cones. As riders practice this course, suggest that they pick up their speed.

Super Slalom Course Objectives

- Bike handling
- Smooth stopping
- Peripheral vision
- Yielding to cross traffic
- Navigating obstacles (railroad tracks)


SUPER SLALOM DIAGRAM
START
SMALL CONES TO BE REPEATED THROUGHOUT THE COURSE
ROAD SIGN
ROAD SIGN
RAILROAD SECTION, PART2
ROAD SIGN
ROAD SIGN
RAILROAD TRACKS AT 90° ANGLE TO COURSE
ROAD SIGN

Teaching Points

Off Bike Introduction:
Peripheral Vision Demonstration
Have students hold their hands out in front of them at shoulder level and wiggle their index finger and thumb. "They are easy to see in front of us. We are used to seeing this way, but we are going to learn about how much we can see on either side." Have students look forward while moving their arms at shoulder level out to the side. "Find out how far you can hold your arms out to the side and see your wiggling fingers. This side vision is called Peripheral Vision." Explain that is "what we see out of the corners of our eyes"; we can see things without looking directly at them. Use this vision to help you read the street signs or chalked markings (out loud) on either side of the course. We always want to focus on where we are going, so instruct them to follow the chalk line but also to be aware of the other riders, they must avoid collisions at each intersection by taking turns and letting the first person who arrives go first though the crossing. They should also keep at least a bike lengths distance between them and the rider in front of them.

Phase 1:
Crossing at Intersections
Students will need to slow down and possibly stop where the paths cross. The goal at crossings is to take turns. Explain that slowing or stopping to let someone else go ahead is the best way to stay safe and the kind, courteous thing to do. The Concept of "Yield" or surrendering your right of way (turn) will be introduced in Safetyville.

Crossing Rail Road Tracks
Crossing Rail Road Tracks is an important skill. Students should practice riding across RR tracks as perpendicular as possible. If a rider is turning, braking or accelerating when crossing RR tracks it could cause their wheel to slip and a crash. Initially angle the railroad tracks to be perpendicular to the slalom course line. As the course is being run, they will get used to crossing on this angle. Later on, change the orientation of the tracks and have students adjust their crossing angle to be perpendicular. Riders can enter the course one at a time, several seconds apart.

Phase 2:
Group Riding Practice
Students will be following each other on the course much like on a real group ride. Have them verbalize when they are slowing or stopping in addition to reading the chalked signs and messages to either side of them.

Volunteer Jobs

Volunteers can be used to clean up knocked over cones.

Things to watch for

Talk to the riders, offering positive and encouraging feedback but holding riders to the goals of the exercise. Keep the riders at a safe speed and do not allow passing. Replace cones when they get knocked over.

Turtle Race

Materials Needed

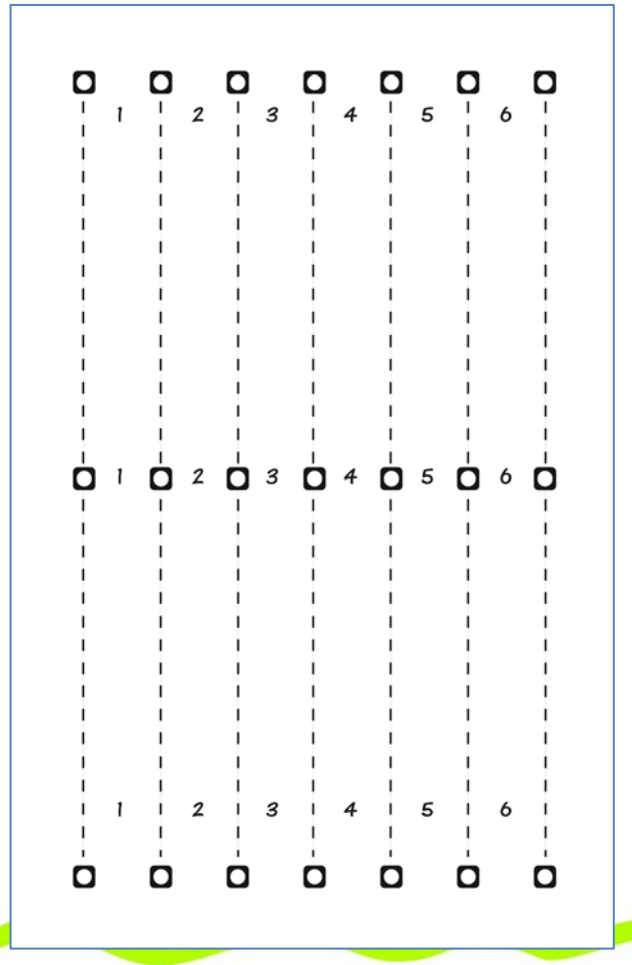
- 24 half tennis balls or 12-inch cones
- 2 red 24" plastic dots
- 2 yellow 24" plastic dots
- 2 green 24" plastic dots

Set Up

The course consists of 6 (or more) lanes about 3 feet wide and 75 feet in length. Mark the start, middle and finish with medium sized cones. You will need 21 cones for 6 lanes. It helps students to mark lane numbers 1-6 in front of the cones. This station will need the red, yellow and green poly/plastic dots.

Alternate Set Up

The course can be run in a large loop around the playground to keep students moving and engaged. Run drills one at a time, and have student stop to listen in for the next round of instructions.



STAGE 1: How Slow Can You Go

Instructions
Ask the riders if they find it harder to control their bikes at slower speeds. They will most likely agree. Explain that this is a balance exercise, that we want them to practice controlling their bikes at slow speeds. *The objective for kids on scooters is to coast as much as possible, pushing off with their foot the least amount of times. Group all the scooters in the same heat.*

- The last person across the finish line is the winner
- Try not to put your foot down, and stay in your lane.
- Start the riders by blowing the whistle. Coach the riders, offering positive and encouraging feedback and challenging them to stay in their lanes. Cheer the riders enthusiastically.

Turtle Race Objectives

- Balance and control when riding slowly
- Quick stopping
- Shoulder Check

Teaching Points

- Power Pedal: Starting from a stop with your pedal up in a 2 o'clock position gives cyclist a strong start. Demonstrate what a "scooter step" looks like and contrast it to a strong "power pedal position".
- Staying in your lane is the most important thing because you never want to swerve out in front of a car

Things to watch out for
If a child is having difficulty going slow without swerving into other lanes, encourage them to put down their feet if they have to.

STAGE 2: Braking

Instructions
Explain that now that we have mastered straight-line riding we will be adding a new challenge. This time they can pick up some speed but the marshal will be standing at the end of the lanes and will hold up a "stoplight". There are three circles; red, green and yellow. Review what each color means at a stoplight. As they ride down the lane they must do what the card means. (Slow down for yellow, stop for red or keep going for green.)

Teaching Points

- Breaking evenly to keep from going over the bars
- Shifting your weight back, over the rear wheel to maintain control

STAGE 3: Shoulder Check

Instructions
Increase the challenge by looking over your shoulder while riding in a straight line. Model this by riding up the lane and scanning back to the right and the left without swerving. Explain that the natural tendency when we look back is to swerve in the direction we are trying to see. Swerving into the path of traffic on the road is dangerous for everyone. Learning to scan or shoulder check is important. This exercise is easiest if students can take practice riding with one hand off the handlebars, placing their (left)briefly on their left hip when riding in a straight line. Later they can practice with the other arm. This one handed riding is the foundation for doing bicycle hand signals and being able to scan behind them while sitting up.

Riders proceed down the lane one at a time, the Marshal stands behind the rider and randomly calls out either "check right" or "check left" and holds up one of the big red, yellow or green colored circles which tells to slow, stop, or keep riding.

Volunteer Jobs

Volunteers can be used as cheerleaders and to help kids move from the end of the race back to the starting point efficiently and safely.

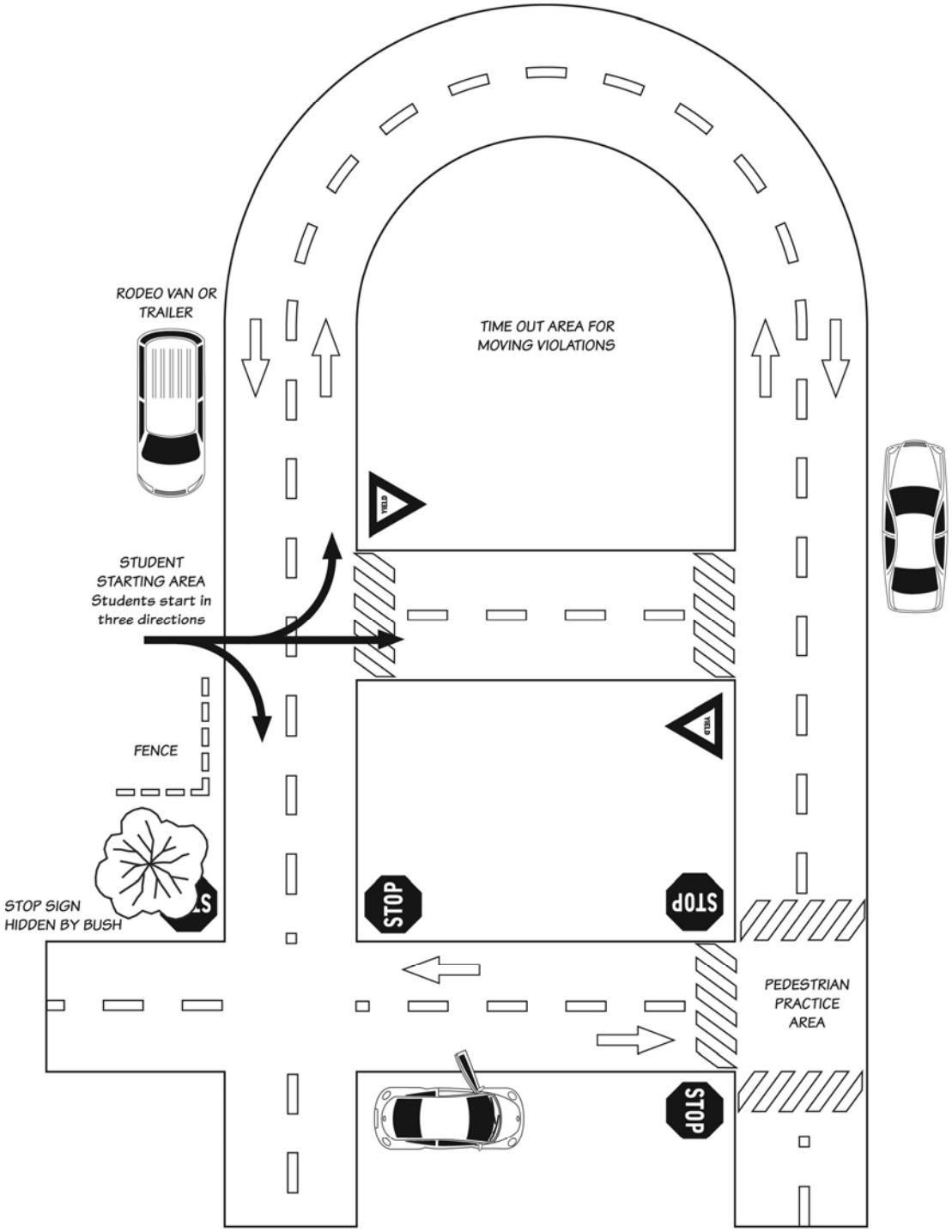
3. Safetyville

Materials Needed

- 4 portable stop signs
- 4 portable yield signs
- 6 portable sign bases
- 1 portable bush
- 2 fence pieces
- 2 car façades
- 1 car façade with opening door

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 course similar to the one pictured below. The basic idea is to create a course that simulates traffic patterns. As more riders enter the course they become the "traffic" that they must use their communication and bicycle control skills to navigate with. 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 traffic ticket with "Hospital" time out when they break the rules. (See next page for diagram.)


RODEO VAN OR TRAILER
TIME OUT AREA FOR MOVING VIOLATIONS
STUDENT STARTING AREA
Students start in three directions
FENCE
STOP SIGN HIDDEN BY BUSH
YIELD
YIELD
STOP
STOP
STOP
PEDESTRIAN PRACTICE AREA

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 have the same rights and responsibilities as cars, 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. The time out area can also be referred to as the "Hospital" because unsafe riding will lead to injuries.

- 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 crosswalks to reinforce the idea of pedestrian right of way.

Appendix A

Bike Helmet
Quick Fit Check

Use this easy 3-point check as a quick way to test for a proper helmet fit.

1. Eyes

Helmet sits level on the child's head and rests low on the forehead, 1 to 2 finger widths above the eyebrow. The child should be able to see the very edge of his/her helmet looking up past his/her eyebrows. A helmet pushed up too high will not protect the face or head well in a fall or crash.

2. Ears

The straps are even and form a "Y" under the earlobe (where the earlobe meets the head) and are snug against the head.

3. Mouth

The buckled chin strap is loose enough so that the child can breathe. There should be enough room so you can insert a finger between the buckle and chin, but tight enough that if the child opens his mouth, you can feel the helmet pull down on top.

™"Eyes, Ears, Mouth Test" courtesy of the Bicycle Coalition of Maine

Additional Safe Routes to School information can be found at:
www.saferoutesinfo.org
www.sfbike.org/saferoutes

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