



BikeSafe On-Bike Curriculum

BikeSafe On-Bike Curriculum

Table of Contents

Title	Page
Station 1: Bike Basics	
▪ Station Overview	1
▪ Introduction/Small Groups	2
▪ Keys to Safe Riding	4
▪ Bike Safety Principles in Action	8
▪ “2-Finger Rule” for Proper Helmet Fit	12
Station 2: Preparing to Ride	
▪ Station Overview	14
▪ Parts of the Bike	15
▪ Parts of the Bike Flashcards	16-19
▪ Pre-Ride Intro/“ABC Quick” Check	20
▪ “ABC Quick” Check Flashcards	21-29
▪ “ABC Quick” Check, Jump, Link, Run	30
Station 3: Rules of Riding	
▪ Station Overview	31
▪ Keys to Safe Riding/Chaos Box Activity	32
▪ “Who Looks Safe” Activity	35
▪ “Who Looks Safe?” Worksheet	36
▪ “Who Looks Safe?” Worksheet 2	37
Station 4: Safe Riding	
▪ Station Overview	38
▪ Hand Signals	39
▪ Hand Signals Activity	45
▪ Safe Riding Introduction	46
▪ Signs and Signals	51
▪ Signs Flashcards	52-61
▪ Safe Riding Simulations	62
Station 5 and 6: On-Bike Activities	
▪ Station Overview	63
▪ Instructor’s Guide	64
▪ Pre-Ride Checklist	65
▪ Bike Rodeo Stations	67-83
▪ Additional Obstacle Soccer Activity	84
Supplemental Materials	
▪ Station Overview	85
▪ Identifying Hazards	86
▪ Hazards Worksheets	87-90
▪ Egg Drop Demonstration	91
▪ BikeSafe Parent Tip Sheet: English	92
▪ BikeSafe Parent Tip Sheet: Spanish	93
▪ BikeSafe Parent Tip Sheet: Creole	94

Instructor’s Guide

The University of Miami’s BikeSafe® program aims to improve bicycle safety and to promote wellness through bicycling. This on-bike curriculum contains four **off-bike** stations that teach bike safety skills to children ages 8-15 through interactive activities.

Additionally two **on-bike stations** are provided with instructions on how to organize a bike rodeo. These on-bike activities provide children the opportunity to practice hands-on the bike safety skills they learned throughout the curriculum.

The off-bike stations include three specific learning modules contained within each of the station plans:



- Instructional
- Modeling
- Creative

An **overview** of the station components can be found on the first and second page of each station’s activities. An **activity description** along with a **recommended script** for the instructor to follow is included with each station as well.

This curriculum is designed to be inclusive for all children. Included in each station are visuals that will allow children to understand the concepts that they are learning. Each visual should be used as stated in the station. Instructor tips are provided in each station if it is needed.

We appreciate your participation in the BikeSafe program and teaching your children the importance of bike safety. Please complete the online curriculum completion form which can be found at [ibikesafe.org](http://bikesafe.org). This form enables us to receive feedback as well as keep track of the total number of children reached through our curriculum. For any questions, please contact the BikeSafe program via email at: info@bikesafe.us or via telephone at: (305)243-0349.

Some of the information contained in this curriculum was obtained and/or adapted from the following organizations:

- League of American Bicyclists: www.bikeleague.org
- National Highway Traffic Safety Administration (NHTSA): www.nhtsa.gov
- Bicycle Transportation Alliance Bicycle Safety Curriculum: <http://walknbike.org/bike-safety>
- Florida’s Pedestrian and Bicycling Resource Center: www.pedbikesrc.ce.ufl.edu

Instructor's Guide

Below you will find tips for working with children of all abilities.

1. General Tips

- Work in small groups (5 children or less)
- Introduce the goal of the curriculum and tell the children what they will be doing.
 - Make sure each child understands what they will be participating in.
 - Make sure each child is okay with participating.
- Give positive feedback; challenge children to complete the skill, while still being supportive
- Be respectful
 - Treat the children as you would like to be treated.
 - Give children ample time to respond and use positive language, encouraging them.
 - Do not treat them different from anyone else.
 - Respect personal space.
 - Use appropriate eye contact.
- Provide clear, concise instructions
- Activities build from simple to complex, general to specific
 - Repeat any concepts that were discussed previously, to build the overall lesson
 - Summarize skills after they are completed

2. Model Activities

- As participants may have trouble understanding verbal instruction, demonstrate skills before and during activity
 - Can help clarify expectations
- Demonstrate each step of an activity
 - Make sure you are facing and speaking to the children
- Ask the children if they understand
- Have a child demonstrate the activity

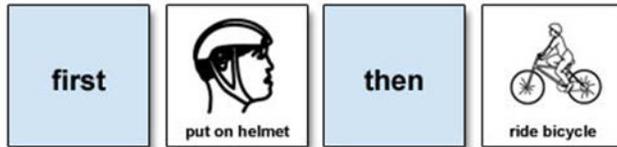
3. Make Use of Visual Aids

- Supplement verbal instruction with visual aids
 - Use visual aids to organize a sequence of events
 - Use visual aids to cue communication
 - Allows children to see what the instructor is telling them to do
- Types of visual aids
 - Written words
 - Pictures
 - Gestures
 - Objects in the environment
- Basic requirements of visual aids
 - Age appropriate
 - Portable
 - Organized and easy to understand
 - Use top-to-bottom or left-to-right strategy
 - Few words, more images

BikeSafe On-Bike Curriculum

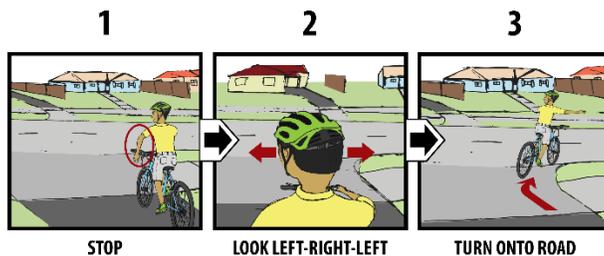
- Examples of Visual Aids
 - Visual Schedules, and “First, Then Statements”
 - These provide children with a clear guideline, step-by-step, of what they need to do
 - Visual aids can increase a child’s understanding

Example of “First, Then Statement”



“First you need to put on your helmet, then you can ride your bicycle.”

Example of Visual Schedule



- To boost a child’s confidence, if media consent is acquired prior to the start of the curriculum, take pictures of the children during activities (especially if they are on the bike) and show them.
4. Understand the Limits of Each Child
 - Children start at different levels
 - When the activity is going well and children seem to be in good spirits, it is sometimes useful to stop while interest is high, so they maintain the same interest during the next skill.
 - If necessary, adapt an activity for a child’s ability.
 5. Keep Children Engaged
 - Keep each concept to the point to maintain attention (8-10 minutes)
 - Ask questions, encourage them to answer for themselves.
 - If children become frustrated or disinterested, that is okay. Go through the concept again or find a different way to approach it.
 - You may partner them with another child who is more motivated.
 - If a child is not enjoying one particular section, incentivize them by allowing them to repeat an activity they may enjoy more.
 - Break skills down into smaller parts which will be easier to comprehend.
 - Allow the children to rest, give them a break from the skill.
 - Make sure the children understand the concept before moving on
 - This can be done by asking the children to summarize or demonstrate the concept that they learned.

6. Choosing a Safe Location

- Conduct the instructional portion of the curriculum in a comfortable area.
 - Remove obstacles to prevent children from hitting anything
 - Smooth surface
 - Little to no pedestrian or vehicle traffic
 - Set-up on-bike rodeo course
 1. Use tall, orange cones to outline the course. This allows the child to understand the boundaries.
 - Instructor should walk the children through the course and activity first, before allowing them to try it by themselves.
 1. Next, each child should go one at a time, walking through the course with their bicycle next to them.
 2. Once they understand the course, allow them to get on the bicycle.

7. Check Equipment Before Children Arrive

- Make sure each bicycle is in proper working condition using the “ABC Quick” Check.
 - See **page 20**
- Remember to adjust seat for every child
 - The seat should be positioned so that the child’s leg is almost fully extended when pedaling. The knee should not be perfectly straight.
- Helmets must be in good condition
 - Good condition means that helmet shows no cracks, that the straps are intact, and that helmet is not expired
 - Check expiration date or manufactured date, typically found inside. Most helmets are good for 5 years after the manufactured date.

BikeSafe Instructor Outline

On-Bike Curriculum Schedule - 3-hour course

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding	<i>Station 4</i> Safe Riding	Water break – transition to next stations	<i>Station 5</i> On-Bike Drills - Pre-Ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	Water break – transition to next station	<i>Alternate activity</i> - Obstacle Soccer	Review/Final Questions
Group B		<i>Station 4</i> Safe Riding	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding		<i>Alternate activity</i> - Obstacle Soccer		<i>Station 5</i> On-Bike Drills - Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	

Staff Preparation Guidelines – Detailed Schedule

➤ **Station Set Up**

Set up all stations before the children arrive.

➤ **Staff Assignments**

Assign staff to their stations for the day, briefly review how the day will flow, ensure that all staff feel prepared for their roles as instructors of their assigned station(s)

➤ **Start and Introduction to the Course**

1. Briefly explain what we will be doing for the next three hours

*Sample script: “Over the next 3 hours we will be learning the **rules of the road** for bicyclists, the basics of **bicycle mechanics** and **how to ride safely** in the road. We are going to break up into 2 smaller groups and we will rotate to different pre-set stations so that we all: (1) discuss what bike safety means, (2) learn the parts of the bike and (3) learn how to ride on the road (and we will practice doing so in a simulated set-up).*

2. Assign and break up children into two groups that will rotate throughout the entire course (“**A and B**”).
3. **Break out into assigned groups and rotate between the six stations.**

BikeSafe Instructor Outline

The following page contains a list of all of the materials needed for each station of the BikeSafe curriculum. More details about each station can be found in the curriculum packet.

Off-Bike Stations 1-4 Overview:

Station 1: Children’s Bike Safety Tips, Bike Safety Principles in Action, and “2-Finger Rule” for Proper Helmet Fit

**Instructor supplies:*

- (1) Blank paper
- (2) Writing utensils
- (3) Balls to bounce or pass
- (4) Cones
- (5) Bicycle helmet

Station 2: Learning Parts of the Bike, Pre-Ride Check, “ABC Quick” Check, and “ABC Quick” Check Activity

**Instructor supplies:*

- (1) Parts of the Bike flashcards
- (2) “ABC Quick” Check flashcards
- (3) Bicycle

Optional:

- (3) Bike pump with pressure gauge
- (4) Bike multi-tool or Allen Wrench

Station 3: Rules of Riding

**Instructor supplies:*

- (1) Cones to mark the Chaos Box
- (2) “Who looks safe?” worksheet
- (3) Crayons, markers, pens

Station 4: Safe Riding

**Instructor supplies:*

- (1) Sign/Signal flashcards
- (2) Cones (minimum of 8 for two teams)
- (3) Basketballs (enough to divide students into at least 2 teams of no more than 10 students, 1 ball per team)
- (4) Props to mark where to stop, scan, and signal

On-Bike Stations 5-6 Overview:

Stations 5 & 6: On-Bike Drills 1 and 2 – Starting and Stopping (Power Pedal) and Scanning & Signaling

**Instructor supplies:*

- (1) Cones or chalk (see curriculum for reference of cone set-up for drill)
- (2) Properly fitting bicycle and helmet
- (3) Soccer balls and cones

BikeSafe On-Bike Curriculum

Station 1: Bike Basics

In this station, children are introduced to the concept of bicycle safety and to the concept of bicycling as a healthy and active form of transportation. Children are encouraged to share their own personal experiences with bicycling and safety.

In order to be safe while bicycling, children are taught to make sure they are visible to drivers by wearing bright colors and reflective material on their upper bodies. They are also told to make sure they are wearing closed-toe shoes and tie any laces (no flip flops or bare feet). Finally, children are told they **MUST** wear properly fitting helmets in order to protect their brains. These concepts are reinforced by performing a ball passing activity that links a type of pass to each safety concept. Children are also reminded that if they are under 16 years of age, it is required BY LAW that they wear a helmet while riding a bike.

Before beginning the station, make sure all the visual aids for Station 1 printed out and available for use.

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding	<i>Station 4</i> Safe Riding	Water break – transition to next stations	<i>Station 5</i> On-Bike Drills – Pre-Ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	Water break – transition to next station	<i>Alternate activity</i> - Obstacle Soccer	Review/Final Questions
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Station 1: *Bike Basics*

Instructional Component – *Intro, Small Groups, and Safety Principles in Action*

Station 1 Overview

● Introduction ● Small Groups ● Keys to Safe Riding ● Bike Safety Principles ● “2-Finger” Rule

Learning Targets:

1. Children will be able to explain how helmet use, wearing appropriate leg and footwear, and wearing bright colors contribute to bicycle safety.
2. Children will be able to explain why visibility and predictability are important for bicycle safety.
3. Children will be able to fit a helmet using the “2-Finger” Rule.
4. Children will be able to locate a bicycle helmet’s expiration date and safely dispose of it when expired.

Materials:

- 1 sheet of blank paper/per group
- 1 pen, pencil or crayon/per group
- Basketballs (or any other balls that are easy to pass quickly)
- Chart paper or white board

Optional Supplemental Materials:

- Cones or other space dividing markers
- 1 bicycle helmet

1) Introduction

Begin by **briefly introducing and discussing the concept of bicycle safety**. Remind children that individuals their age, as they begin to seek increased independence, tend to be especially interested in bicycling as a mode of transportation. However, statistics show that amongst all other child age groups, 10-14 year olds are at increased risk for bicyclist-hit-by-car injuries and fatalities.

- *How many of you have ever ridden a bike?*
- *How many of you rode your bike today?*
- *For the next few hours, we are going to learn about bikes and **how to be safe while riding bikes.***
- *We will be riding bikes in later, but first we will do some activities that teach us how to act when we do ride bikes.*
- What are some purposes for bicycling?
 - ✓ *Transportation to school, the store, or a friend’s house*
 - ✓ *Exercise, to help keep the environment clean*
 - ✓ *To save money – we don’t need to buy gas for our bikes because we are the “gas!”*
- Why is it important to practice bike safety?
 - ✓ *To protect us from danger*
 - ✓ *So we don’t hurt anyone else*

2) Small Groups Discussion

- Break into small groups.
- Ask one child to **read from the list provided on page 3.**
- Allow the children to talk about why they think each list item is important.
- **Discuss** each item with group.

Instructor Tip: Providing slips of paper with safety rules written allows children to participate regardless of reading or writing ability. Show children physical examples of the safety rules to reinforce the concepts.

Obey traffic signs

Signal when turning

Wear a helmet that fits

Only one person on each bicycle

Wear closed-toe shoes

Tie shoelaces

Roll up the bottom of your right pant leg



Station 1: *Bike Basics* Keys to Safe Riding

Station 1 Overview

● Introduction ● Small Groups ● Keys to Safe Riding ● Bike Safety Principles ● “2-Finger” Rule

3) Keys to Safe Riding

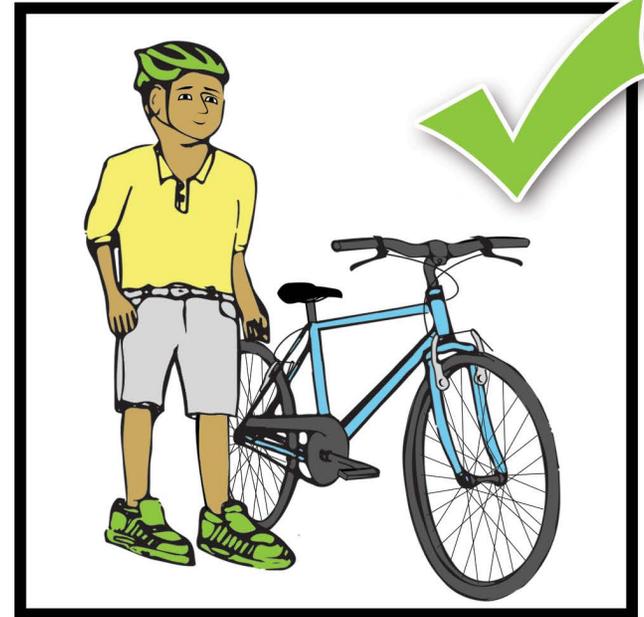
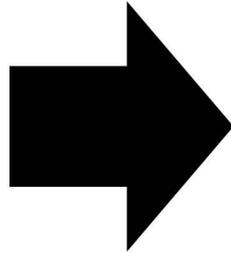
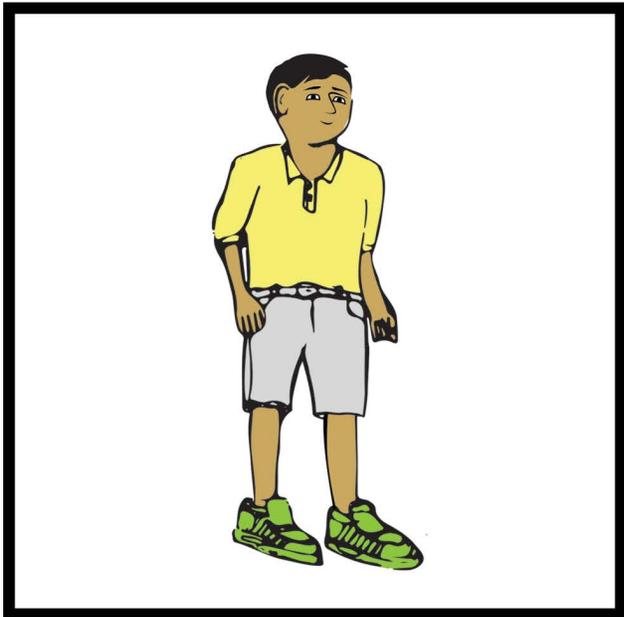
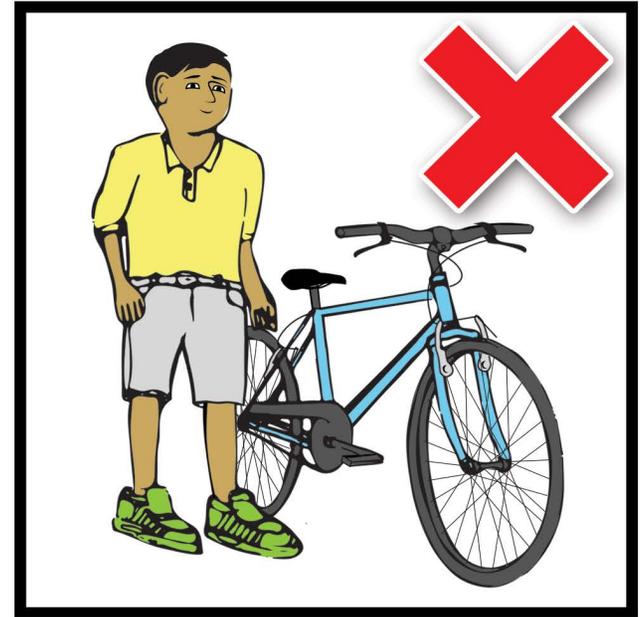
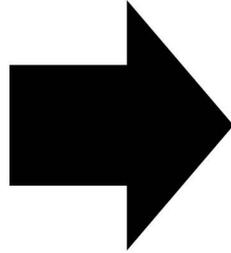
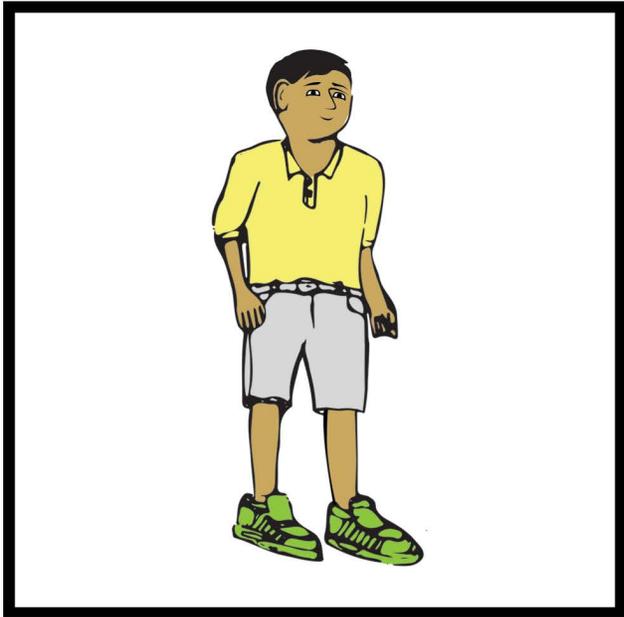
Define the **three key concepts** and explain how a safe cyclist *always* uses these principles.

1. **Proper helmet fit**: Always protect your brain by wearing a helmet properly. We will be learning today how to properly fit a helmet. An example of helmet use can be found on **page 5**.

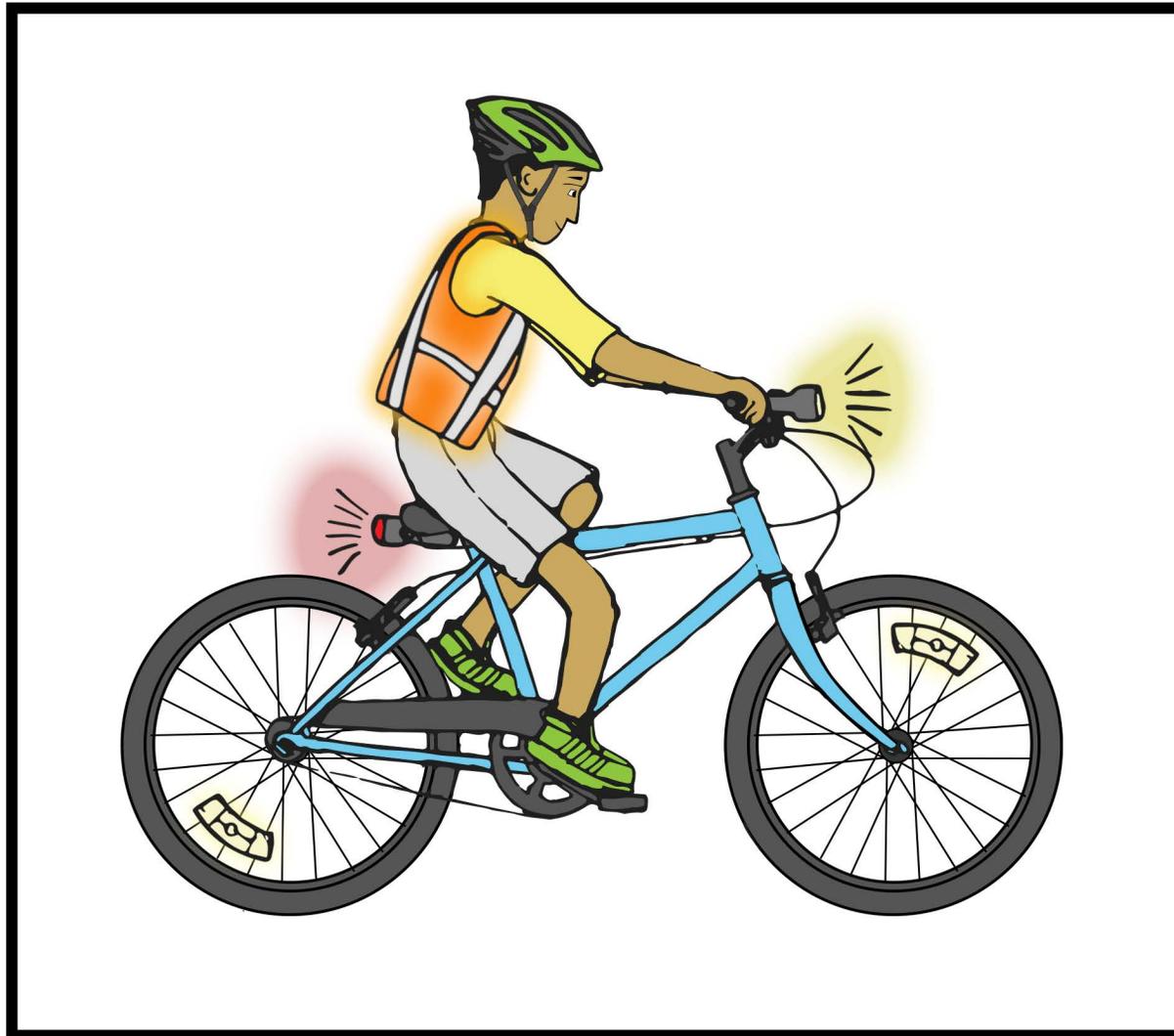
Florida law states that anyone 16 years old and under MUST wear a helmet when riding a bicycle.

2. **Visibility**: Always be visible. An example of good visibility can be found on **page 6**.
 - What does it mean to be visible?
 - Being visible means it is easy for others to see you when you are cycling.
 - Who do I want to be visible for?
 - Pedestrians
 - People driving cars
 - Other cyclists
 - What sort of things will help make me more visible?
 - Reflectors on bike
 - Reflective wristbands
 - Bright colors
 - Riding in groups keeps us safer and more visible too – there is safety in numbers
 - Smaller kids might want to add a flagpole to the back of their bike to make it easier for cars and other people to see them.
 - **Rear red light and front white light on bike (this is required by most state laws – including Florida) – emphasize this point**
3. **Predictability**: Always be predictable. An example of good predictability can be found on **page 7**.
 - What does it mean to be predictable?
 - Being predictable means it is easy for others to know what you are about to do.
 - How can we make it easy for people to know when I am about to turn?
 - Using hand signals
 - Riding in a straight line
 - Do not weave in and out of parked or moving cars

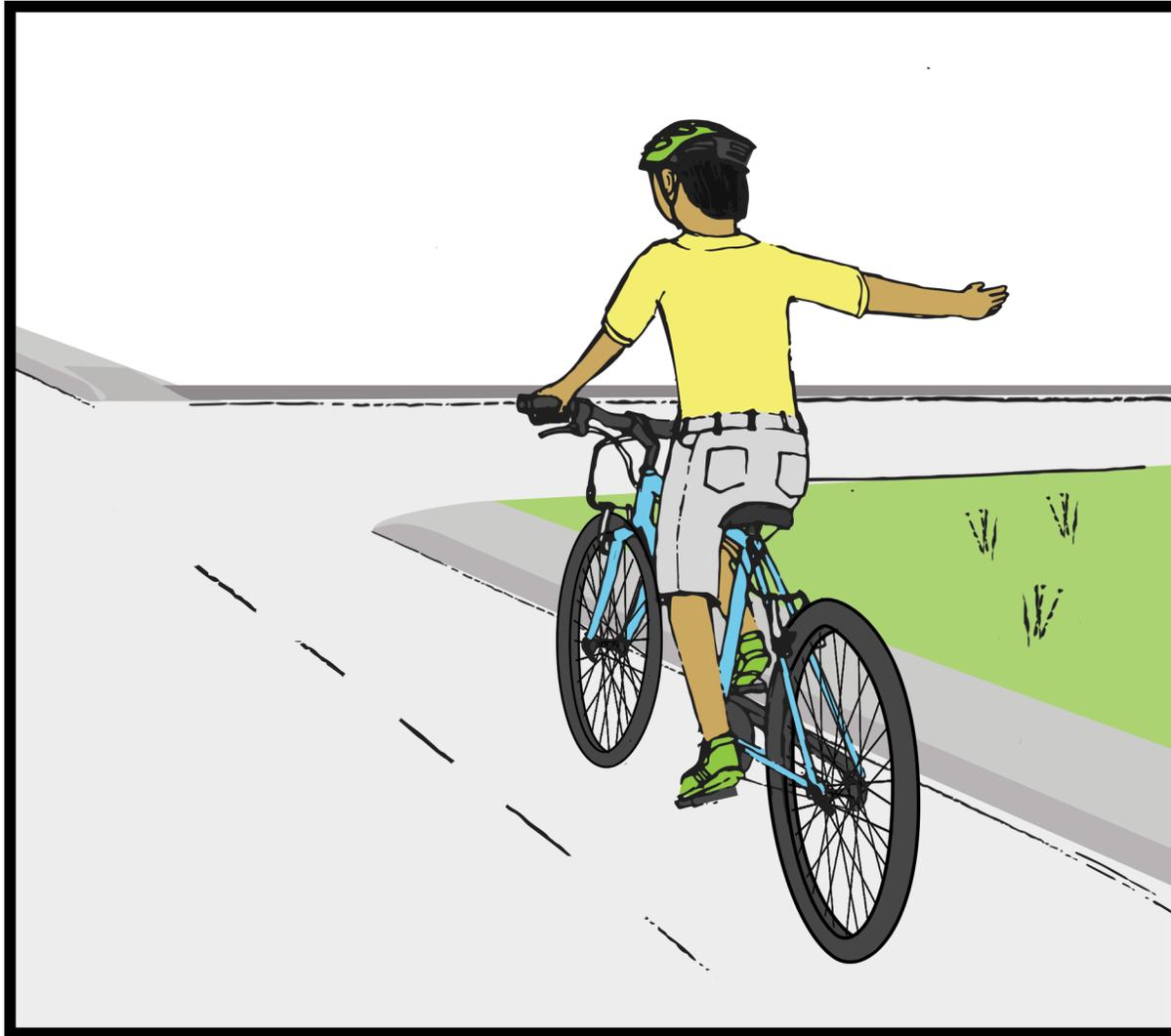
- *What would happen on the road if all the car drivers could go anywhere they wanted instead of always riding on the right and being predictable?*
- *What if there were no traffic rules, traffic lights or speed limits?*



Visibility



Predictability



Right Turn Signal



Station 1: Bike Basics

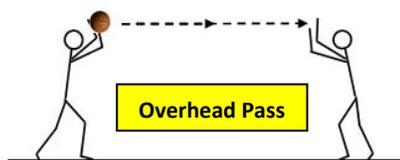
Instructional Component – Intro, Small Groups, and Safety Principles in Action

Station 1 Overview

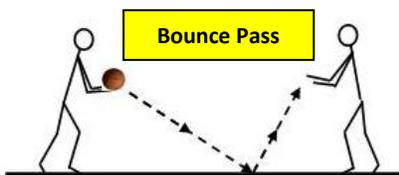
● Introduction ● Small Groups ● Keys to Safe Riding ● Bike Safety Principles ● “2-Finger” Rule

4) Bike Safety Principles in Action

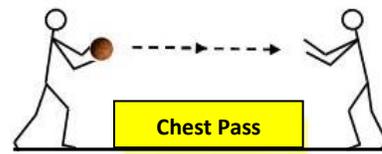
- Divide the children into pairs and have them get in 2 lines, facing their partner.
- Pass out a ball (preferably large and soft) to one line (one set of partners).
- Tell the children that to remember key bike safety principles, they will pass the ball in different ways.
- Demonstrate the passes first (without associating them with bike safety principles) and have children practice the passes for 20 seconds. The enlarged images of the examples below can be found on **pages 9-11**.
- After children are comfortable with the different passes and they have practiced, describe the passes as written below.
- Have children do each pass for 20 seconds, counting how many times they drop the ball. Tell them to consider each drop as a “brain injury” due to a fall from a bike while not wearing a helmet.
- Repeat the circuit a second time to reinforce the concepts of bike safety.



To remember to always wear a **helmet** to protect our **BRAINS**, let's do **overhead passes** to each other for 20 seconds.



To remember to always check your **feet** and **shoes** for no dangling laces, no bare feet, and no long pant legs, do **bounce passes** to each other for 20 seconds.

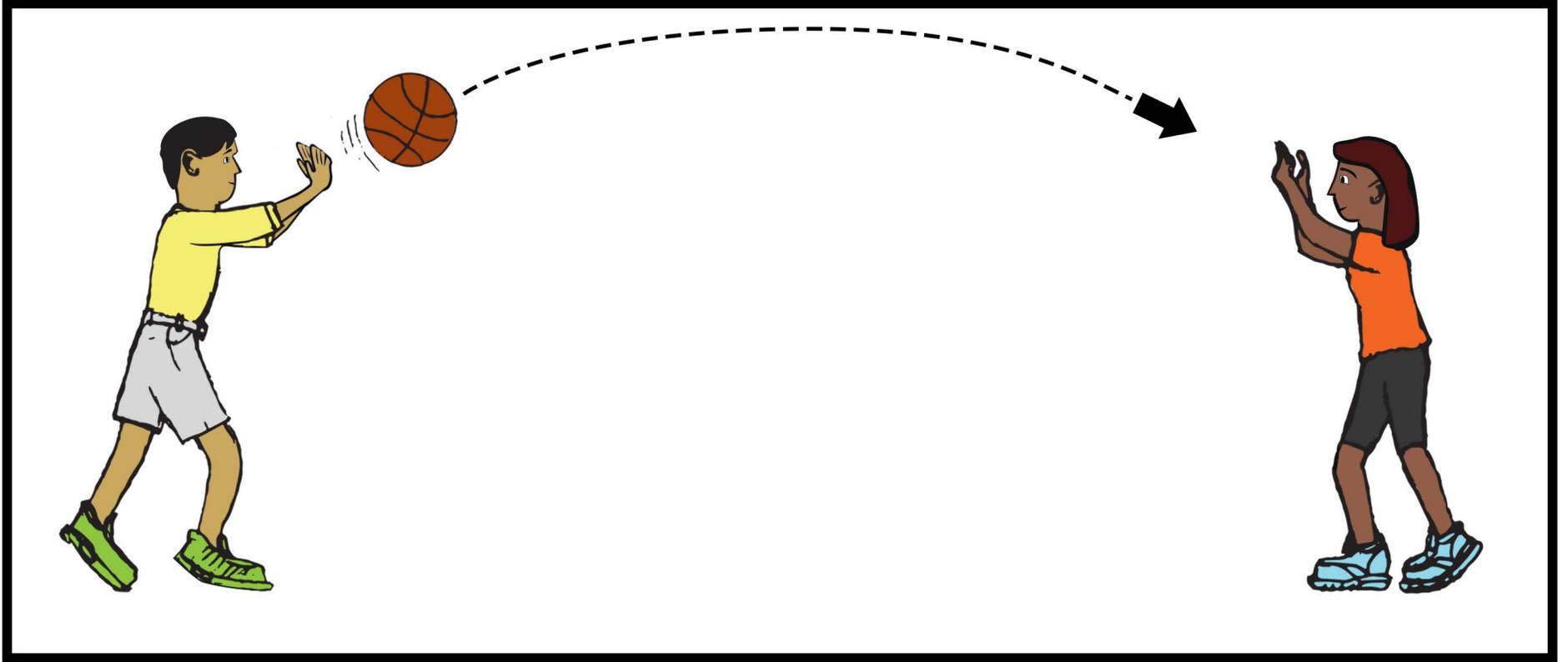


To remember to always be **visible**, **make a chest pass** to your partner for 20 seconds. What part of your body do you think drivers notice most when you're riding a bike? From the waist-up! Where our chests are!

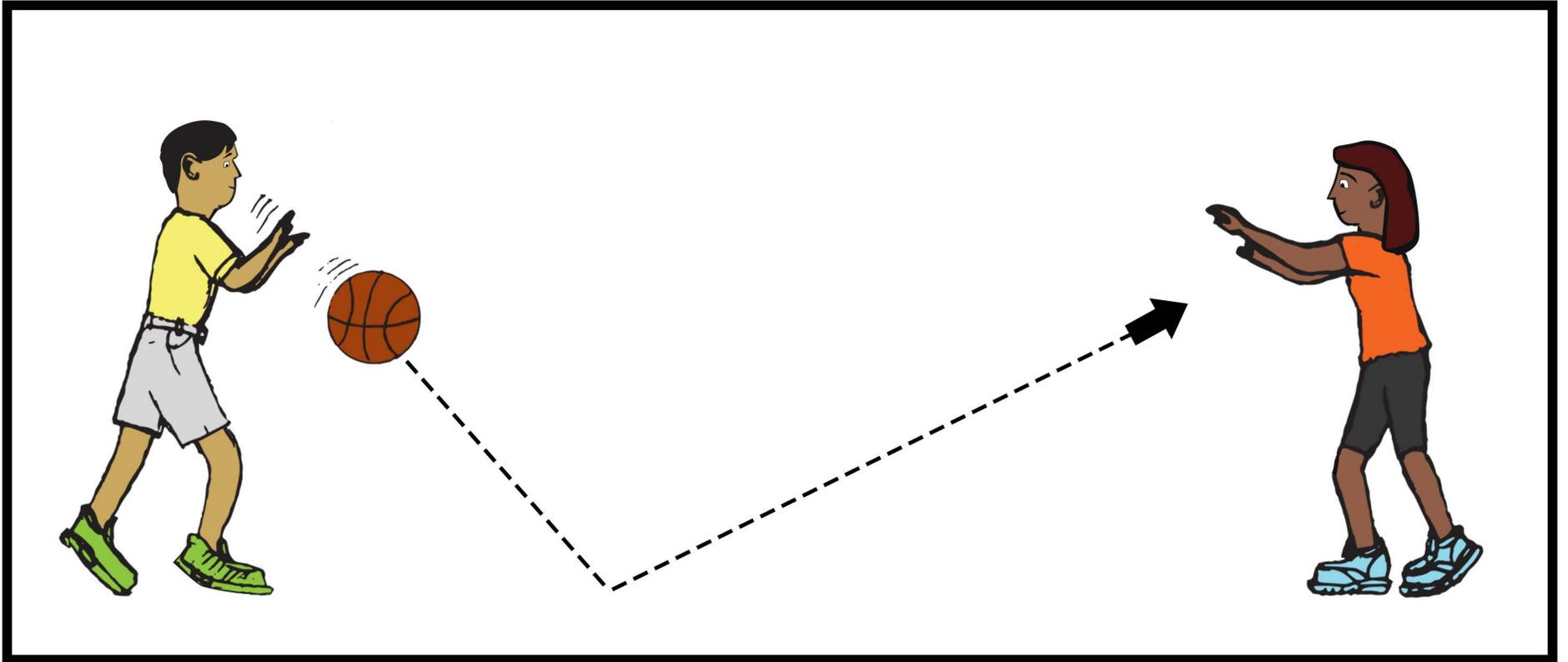
Key Concepts to Remember

- ✓ We must wear a helmet to protect our brains.
- ✓ We must check our feet and legs to make sure we have on closed-toe shoes (no bare feet!), tie any laces and if we are wearing long pants, to ensure that our right pant leg is rolled up.
- ✓ We need to be **VISIBLE** to drivers by wearing bright colors on our upper bodies. We should wear bright-colored shirts, making our chests visible, while riding a bike.

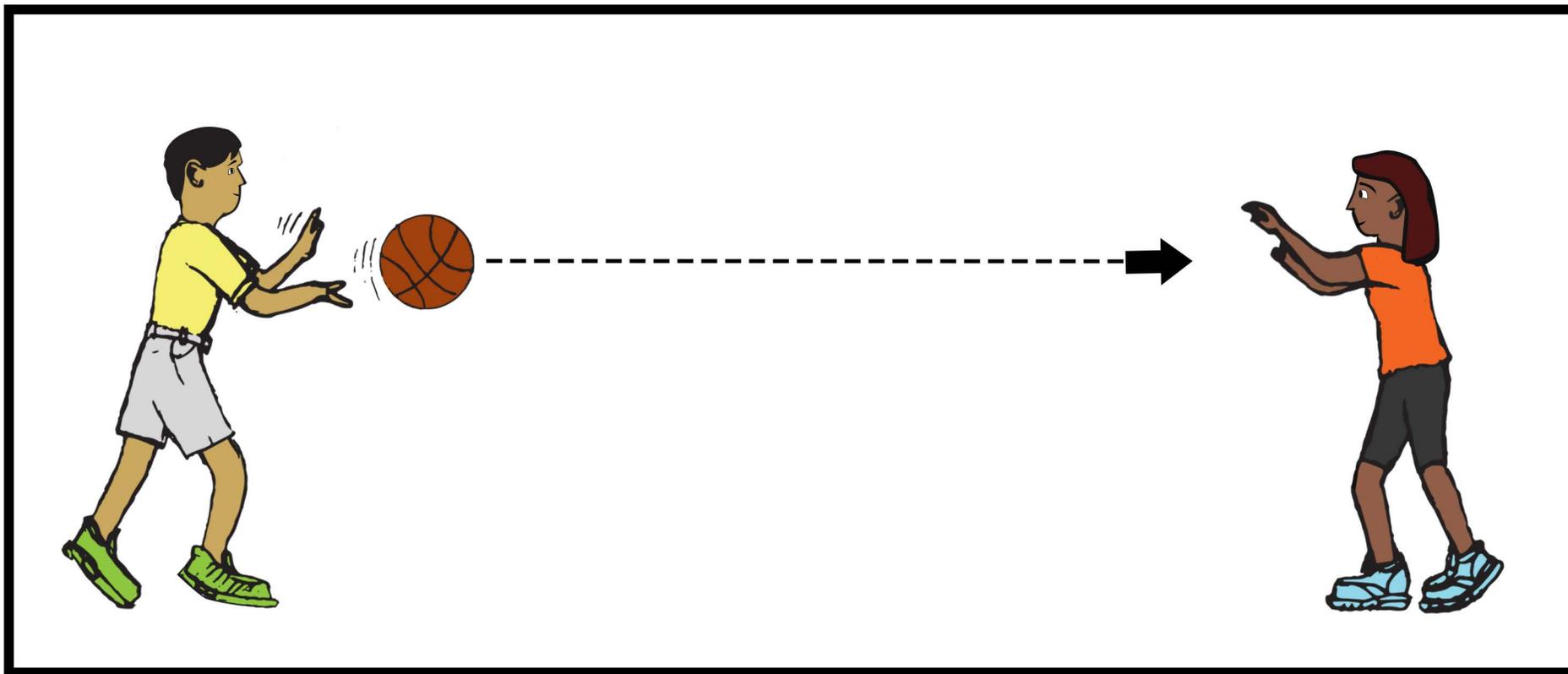
Overhead Pass



Bounce Pass



Chest Pass





Station 1: *Bike Basics*

Modeling Component – “2-Finger” Rule for Helmet Fit

Station 1 Overview

● Introduction ● Small Groups ● Keys to Safe Riding ● Bike Safety Principles ● “2-Finger” Rule

5) “2-Finger” Rule for Proper Helmet Fit

- Explain that the **only way that a helmet can protect** us is if we **wear it correctly**.
- To test if a helmet fits properly, use the “**2-Finger**” Rule. Instruct each child to **follow along** by putting their pointer and index fingers together and practicing the rule (see “Practicing the 2-Finger Rule” images below)
- Pass around a helmet to the children, allowing them to touch and feel the helmet to familiarize themselves with it.

Practicing the 2-Finger Rule for Proper Helmet



Start at your **forehead**. There should be 2 fingers of space, horizontally, between the rim of the helmet and your eyebrows.



Next, we will go to the **ears**. Make a “V” under your ears with your 2 fingers. This helps remind that the side straps of your helmet should form a snug “V” under your ears.



Lastly, we’ll check our **chin strap**. If you can fit more than 2 fingers in between your chin and the strap, the fit needs to be adjusted. It should be snug, but you should be able to still talk and drink.



Do one final check to make sure that your helmet is level on your head and that it is not moving when you turn your head from side to side or jump up and down.

A visual aid of the “2-Finger” Rule can be found on page 13.

Helmet Composition and Lifespan

- ✓ Helmets have an expiration date, just like milk does.
- ✓ We have to check the helmet label on the inside of the helmet for the expiration date to make sure our helmet is still protecting us.
- ✓ If there is no expiration date, the helmet is good for 5 years from date of manufacture.
- ✓ Cut the straps off the old helmet when you throw it out. If you do not do that, someone might find it and wear it without knowing it is expired.

Discussion Questions

Q: How do we protect our brains?

A: Wear a helmet!

Q: Why do we use the 2-finger rule?

A: Our helmet needs to fit properly.

Q: If your helmet is loose and you crash, what will happen to your brain?

A: We could be seriously injured. Our helmet protects us best when it fits properly.

Q: What do you think bike helmets are made of?

A: Styrofoam on the inside and plastic on the outside.

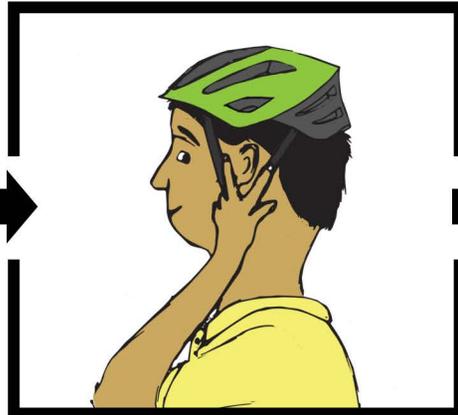
Q: What do you think happens to the Styrofoam when it gets old and weak?

A: It cracks and will no longer be protective.

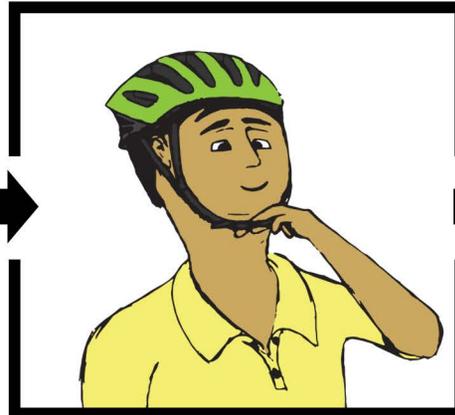
"2-Finger" Rule



FOREHEAD



EAR



CHIN



GOOD

BikeSafe On-Bike Curriculum

Station 2: Preparing to Ride

While Station 1 is focused on what needs to be protected, Station 2 introduces what the rider needs to do before getting on the bike to stay safe.

In order to know how to prepare a bike to be ridden, we introduce the children to the parts of the bike and their functions. To prepare the bike, children learn the “ABC Quick” Check, which reminds bicyclists to check the air in the tires, the functioning of the brakes, the chain, and that the quick release levers are closed and locked. This concept is reinforced with a physical activity called “Jump, Link, and Run”.

Before beginning the station, make sure all the visual aids for Station 2 printed out and available for use.

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	Station 1 Bike Basics	Station 2 Preparing to Ride	Station 3 Rules of Riding	Station 4 Safe Riding	Water break – transition to next stations	Station 5 On-Bike Drills – Pre-ride Checklist and Start/Stop ----- Station 6 On-Bike Drills – Scan and Signal	Water break – transition to next station	Alternate activity - Obstacle Soccer	Review/Final Questions
Group B		Station 4 Safe Riding	Station 1 Bike Basics	Station 2 Preparing to Ride	Station 3 Rules of Riding		Alternate activity - Obstacle Soccer		Station 5 On-Bike Drills – Pre-ride Checklist and Start/Stop ----- Station 6 On-Bike Drills – Scan and Signal	



Station 2: Preparing to Ride

Instructional Component – Parts of the Bike

Station 2 Overview

- Parts of the Bike • Parts of the Bike Worksheet • Pre-Ride Bike Check • “ABC Quick” Check • “ABC Quick” Activity

Learning Targets:

1. Children will be able to list the parts of the bike and explain their functions.
2. Children will be able to perform a pre-ride bike safety check.
3. Children will be able to explain the importance of bicycle maintenance.

Materials:

- Parts of the Bike Flashcards (pgs. 16-19)
- “ABC Quick” Check Flashcards (pgs. 21-29)

Optional Supplemental Materials:

- Bicycle
- Parts of the Bike poster
- Bike pump with pressure gauge
- Bike multi-tool or Allen wrenches

1) Parts of the Bike

- Explain that the children will be learning about the parts of the bike.

- *Before we get on a bike to ride it, we need to know our bike. The **more we know** about the bike, **the safer we can be** when we are on the bike.*
- *Just like we cannot drive a car if we do not know how to start a car or how to make the car go forward, we cannot ride a bike without knowing where the parts of the bike are and what to do with them.*
- *Which parts of the bike can you name?*

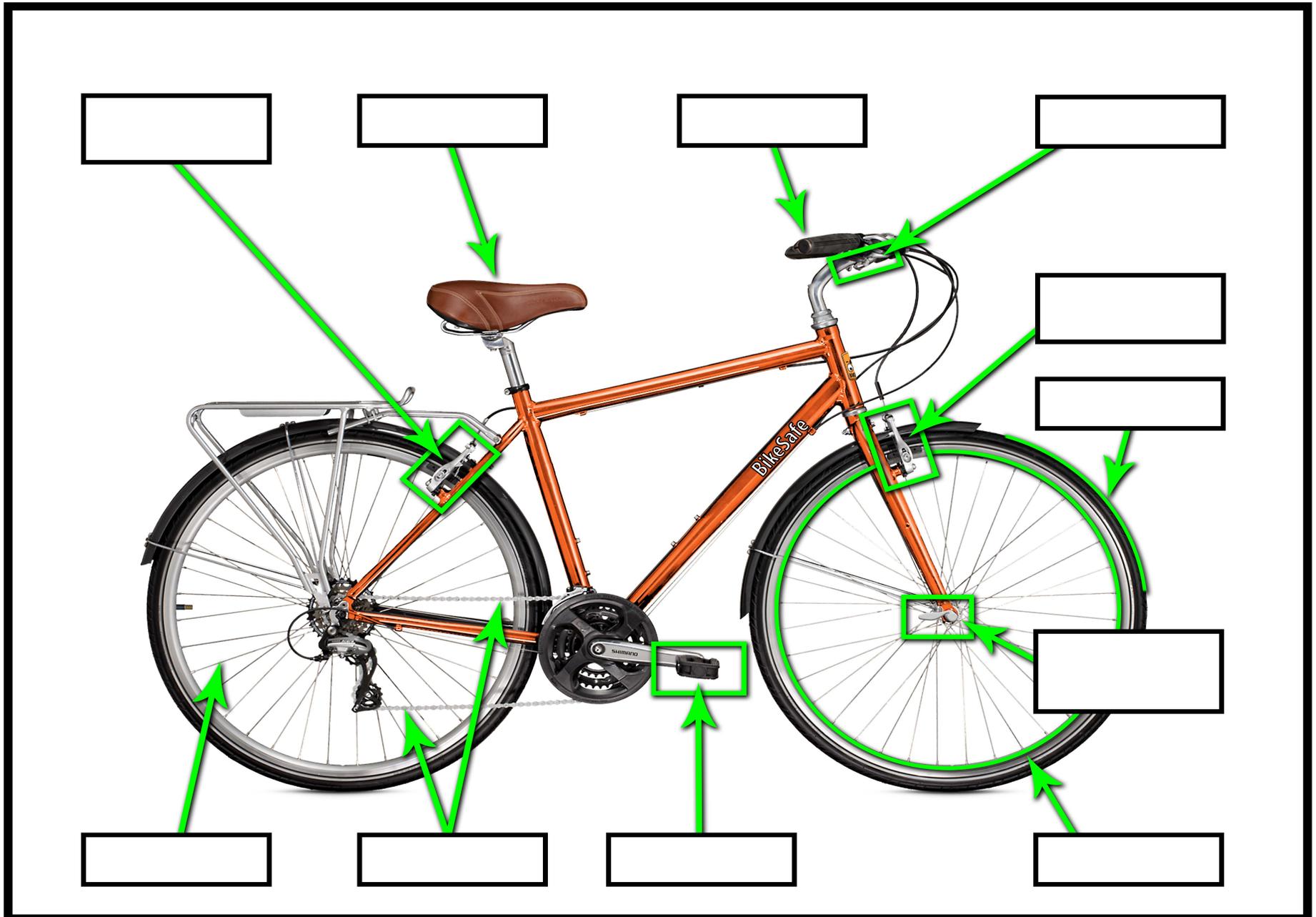
- Allow the children to use the flashcards on **page 17** and “pin” each card to where they think they go on the bicycle or **Flashcard 1 (pg. 16)**.
- Use **Flashcard 2 (pg. 18)** to confirm the part **names**.
- Use **Flashcard 3 (pg. 19)** to discuss the **functions** of each bike part.
- Do a **final quiz/review** using the unlabeled bike on **Parts of the Bike Flashcard 1 (pg. 16)**.

If a bike is available, conduct the activity *without* the *Parts of the Bike Flashcards*. Instead, review names and functions of the bike parts by pointing to each on the bike.

2) Parts of the Bike Worksheet – Optional Activity

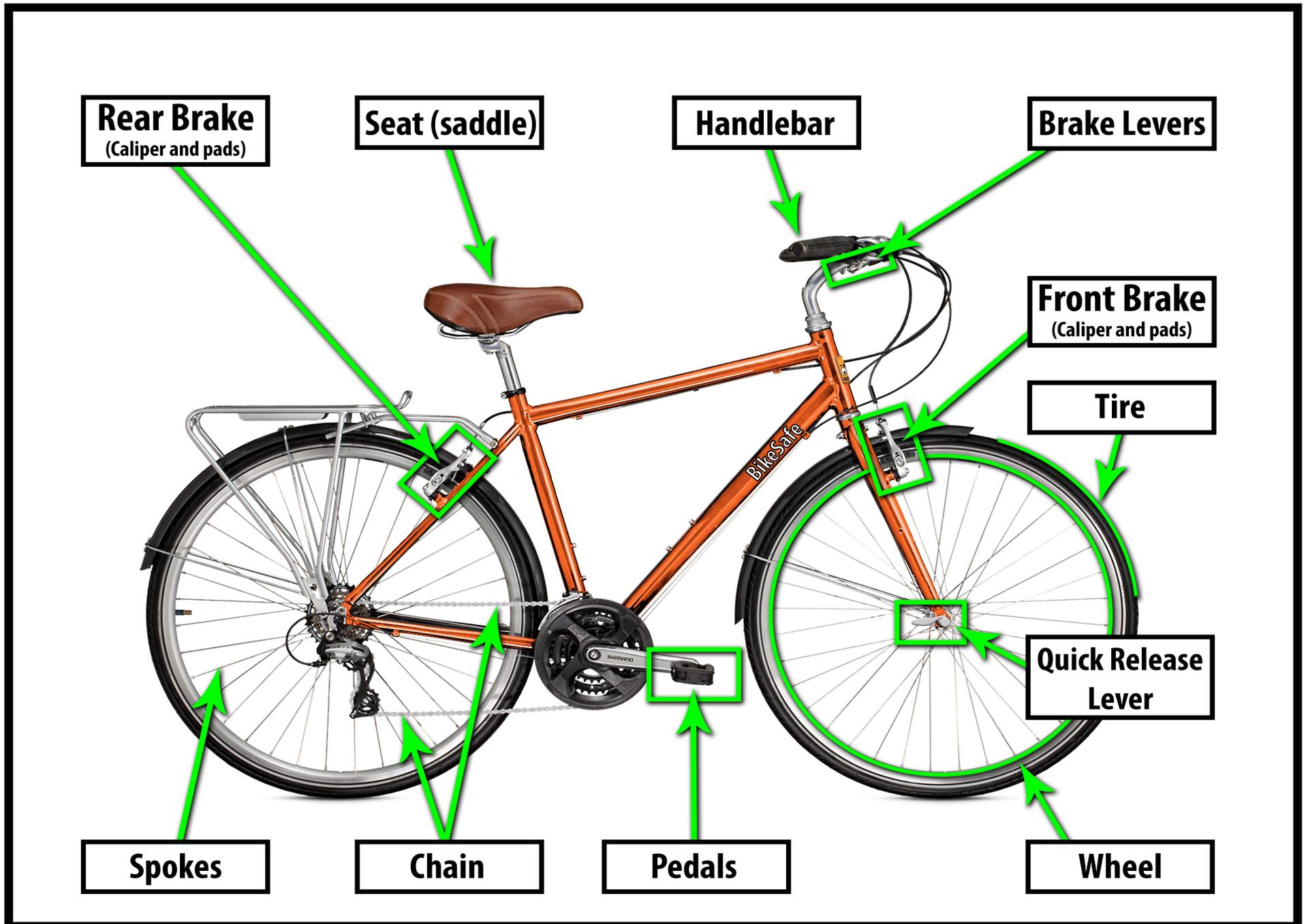
- Have the children complete the **Parts of Bike Flashcard 1 (pg. 16)** individually to test knowledge gain from this station.
- Tell children to name the bike parts indicated on the Flashcard. On the back of the paper, have children describe the function of each bike part.

"Parts of the Bike" Flashcard 1

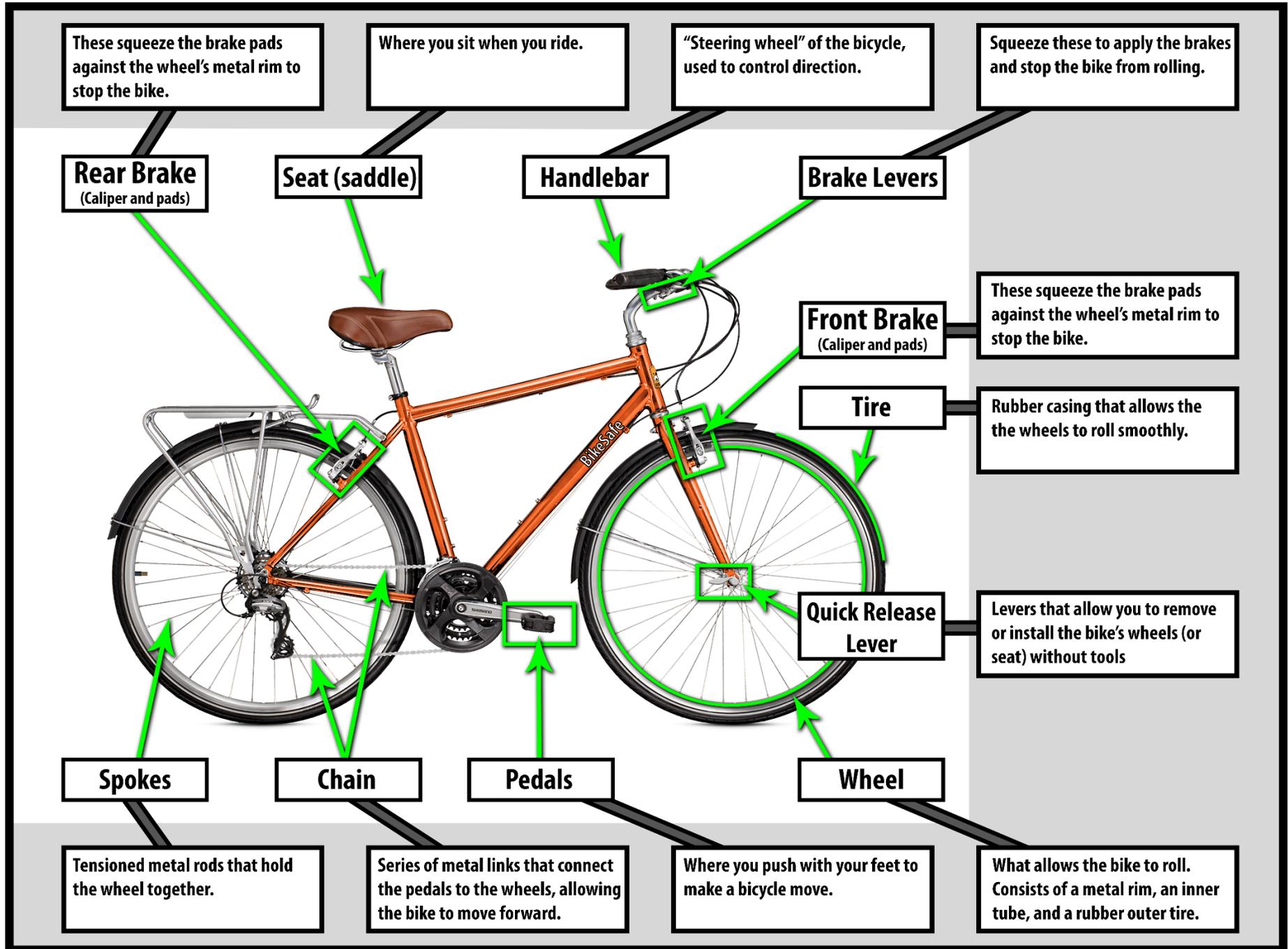


Wheel	Quick Release
Pedal	Brake Lever
Front Brake	Rear Brake
Handlebar	Seat
Chain	Spokes
Tire	

"Parts of the Bike" Flashcard 2



"Parts of the Bike" Flashcard 3





Station 2: Preparing to Ride

Modeling Component – “ABC Quick” Check

Station 2 Overview

- Parts of the Bike
- Parts of the Bike Worksheet
- Pre-Ride Bike Check
- “ABC Quick” Check
- “ABC Quick” Activity

3) Pre-Ride Bike Check Introduction

- Introduce the **pre-ride bike check**.
- Explain that the purpose of a **pre-ride bike check** is to **make sure all of the parts are working and that the bike is safe to ride**.

- *People (you and me) and things (cars and bikes) need regular health check-ups.*
- *We do a **pre-ride check every time** before a ride so that we don't get on the bike and have a wheel fall off or have the bike hardly move because the tire is flat.*
- ***Taking responsibility** for your bike is important for your safety.*

Important points to emphasize:

- ✓ Know the bike parts
- ✓ Know the functions of the parts of the bike
- ✓ Check the bike before riding
- ✓ Regular check-ups maintain the bike's health

4) “ABC Quick” Check & Instructor Demonstration

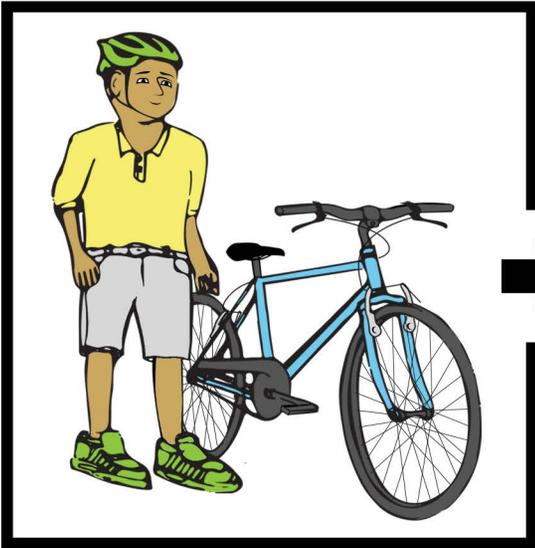
- If a demo bike is available, **demonstrate how to perform each portion of the “ABC Quick” Check on a bike**. If a bike is not available, use **Parts of a Bike Flashcards (pgs. 16)** to show the bike parts as the “ABC Quick” Check is described.

Use the visual aid on page 21 and the images on pages 22-29 to explain each part.

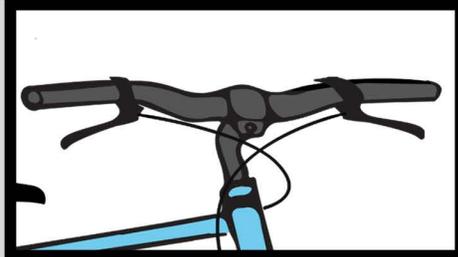
The “ABC Quick” Check is the name of the bike check we do before riding.

- What do you think the “A” stands for? (Air)
*If our tires are not filled with enough **air** they will not roll efficiently and will lead to flat tires.*
- What do you think the “B” stands for? (Brakes)
*What happens if the **brakes** aren't working? Can we stop? We need to be sure that our brakes are squeezing the tires properly because that is how they stop the bike. Be sure to always check your brake pads and levers.*
- What do you think the “C” stands for? (Chain)
*How do we know if our chain is rusty? What color is rust? What happens if we ride our bike with a rusty **chain**? If we have a rusty chain it can be hard to pedal the bike or the chain can break while we are pedaling. This can cause us to lose control of the bike or not be able to move out of the way when we need to.*
- What do you think “Quick” stands for? (Quick Release Levers)
*Who remembers where the **quick releases** are located? If we do not close and tighten the quick releases the wheel can fall off or the seat can change position while we are sitting on the bike.*
- *If you find a problem when you inspect the bike, let a trusted adult know and **NEVER** ride the bike when something is wrong.*

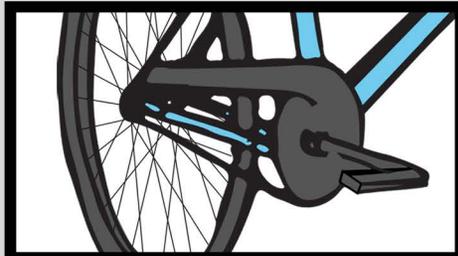
"ABC Quick" Check



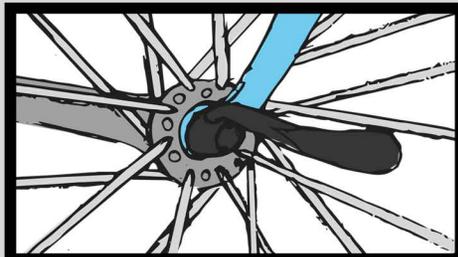
AIR



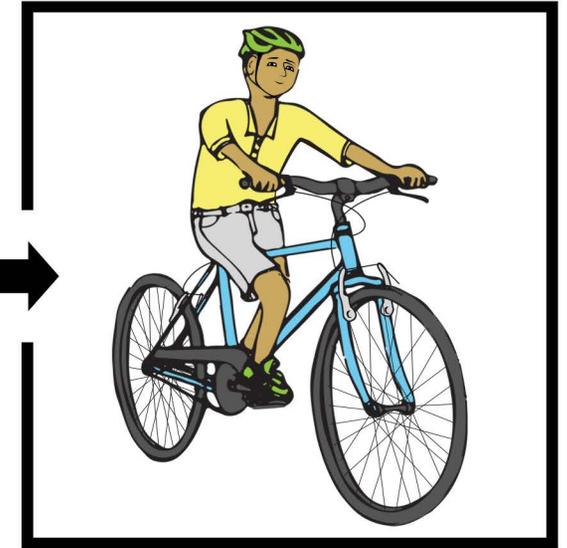
BRAKE



CHAIN



**QUICK
RELEASE**



“A” stands for...



AIR.

“A” stands for.. AIR.

Check the AIR in the tires.



**Check tire sidewall
for recommended
tire pressure**

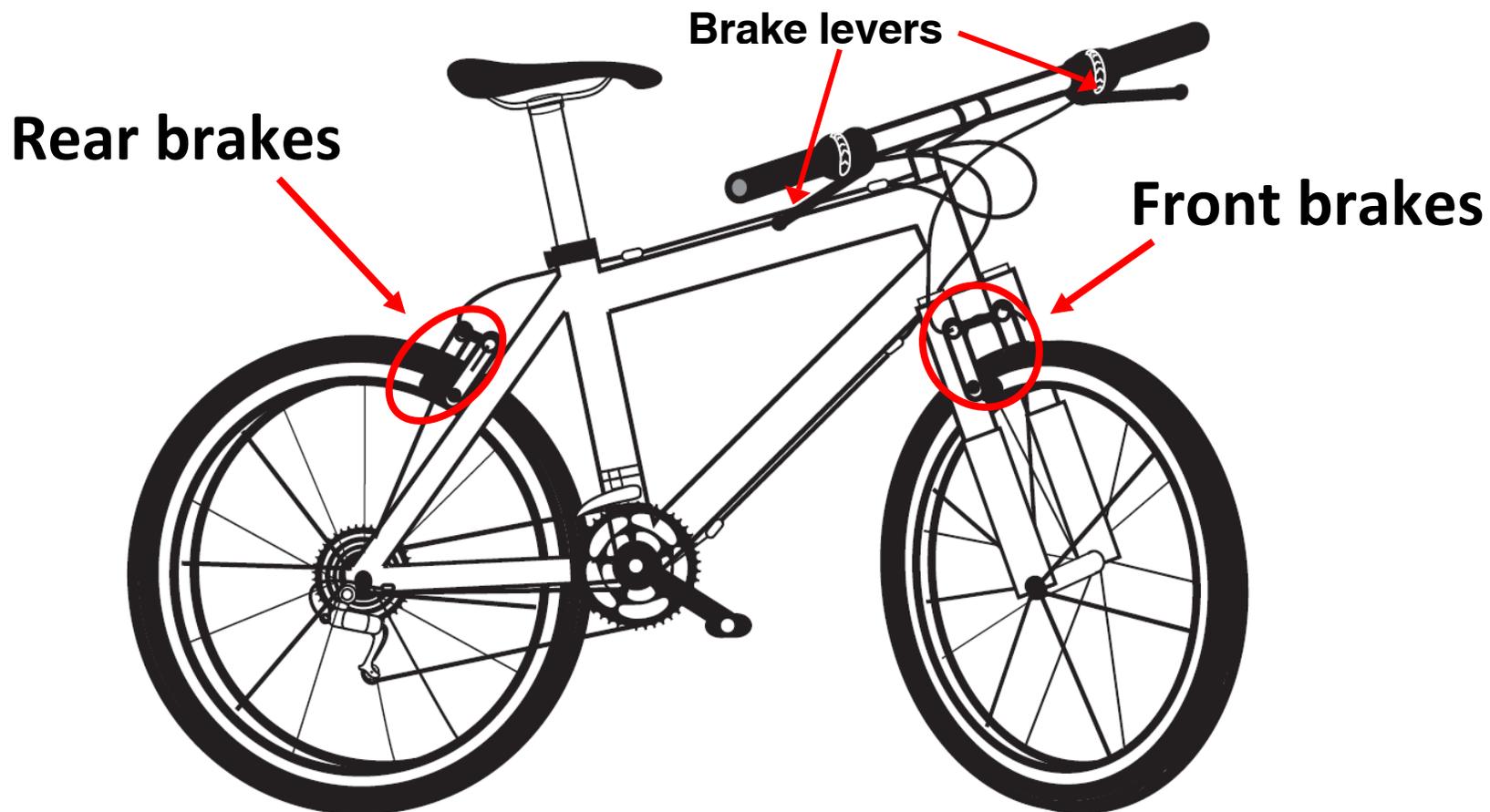


**Pressure gauge
attached to bike
pump**



**Hand pump on
valve to put air
in tire**

“B” stands for...



BRAKES.

“B” stands for... BRAKES. Check if the BRAKES work.

When you squeeze the **brake levers** on
the **handlebars**...



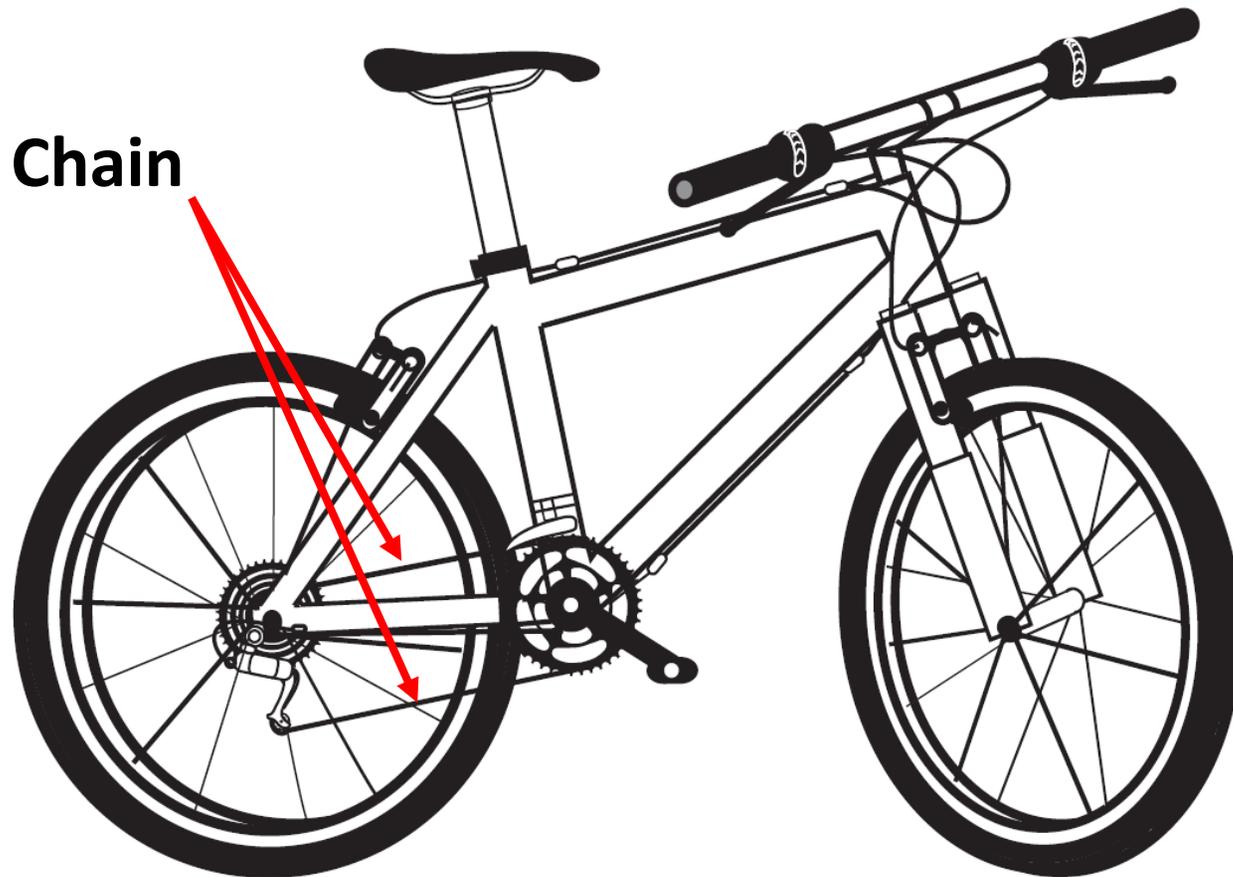
..the **brake pads** squeeze the wheel to
stop it from turning.

On bikes with no brake levers, you pedal backwards to brake.



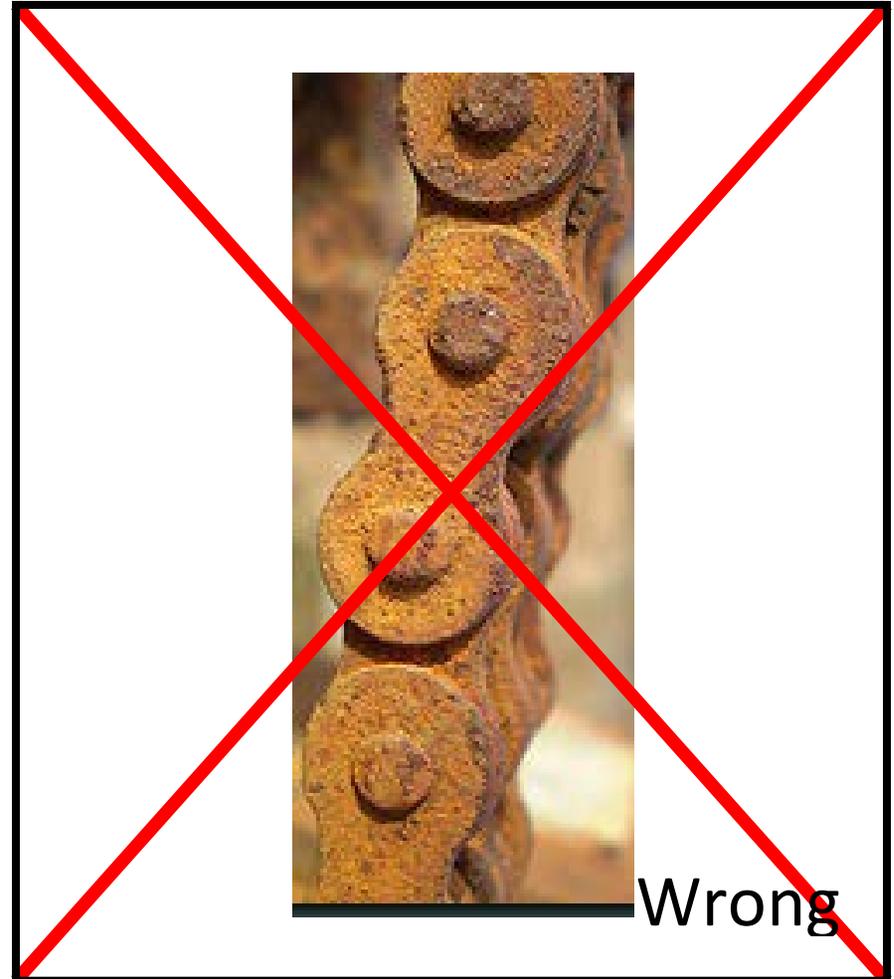
You squeeze the **brake levers**, which makes the bike stop safely. Don't try to stop the bike in any other way.

“C” stands for...

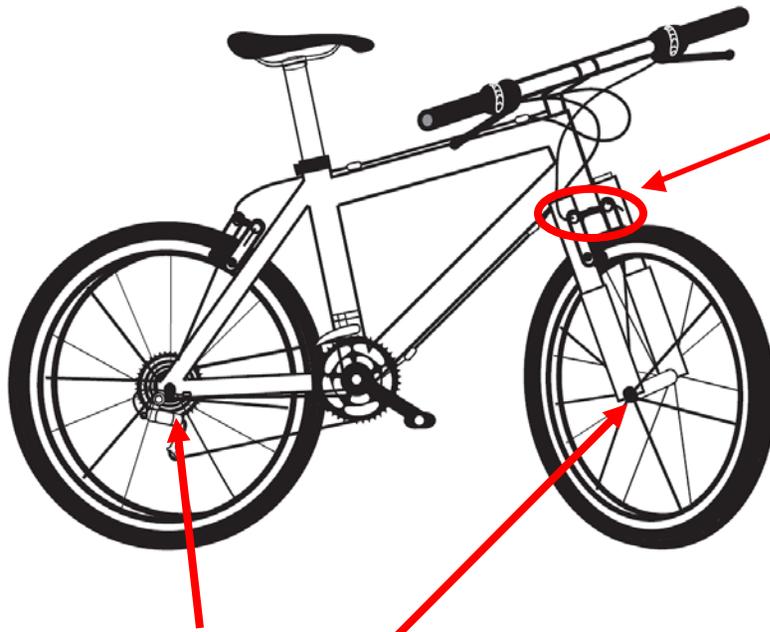


CHAIN.

“C” stands for... CHAIN.
Check the CHAIN for rust.



“Quick” stands for...



Quick release
levers for *brakes*

Quick release levers
for *wheels*



QUICK RELEASE LEVERS.

“Quick” stands for... Quick Release Levers.

Make sure your bicycle’s QUICK RELEASE LEVERS are closed and securely fastened.





Station 2: Preparing to Ride

Creative Component – “ABC Quick” Check: Jump, Link and Run Activity

Station 2 Overview

- Parts of the Bike
- Parts of the Bike Worksheet
- Pre-ride Bike Check
- “ABC Quick” Check
- “ABC Quick” Activity

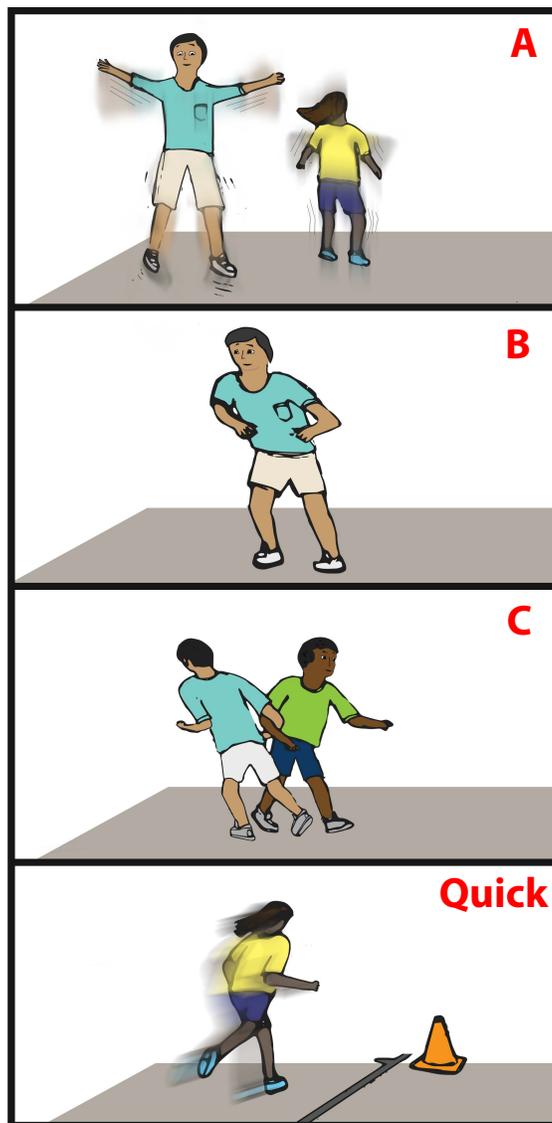
5) “ABC QUICK” Check Jump, Link and Run Activity

- Inform the children that they will be performing physical actions to help them remember the components of the “ABC Quick” Check
- Using the chart below, explain the actions that will be associated with each component of the “ABC Quick” Check

TIP: When describing each action, the instructor should demonstrate the action. Ask the children to perform the action before beginning the activity.

<u>COACH SAYS:</u>	<u>ACTION:</u>
“AIR!”	jumping jacks
“BRAKES!”	stop wherever they are
“CHAIN!”	do-si-do/square dance or human “chain” link-ups
“QUICK!”	quick sprints up and down court or to a corner

- Instruct children to begin moving and begin calling out components of the “ABC Quick” Check. Children should respond with the appropriate action
- For a competitive version, eliminate the children who perform the action last
- To challenge children further, have them perform actions after you reference only the LETTERS of the “ABC Quick” Check. (A=Jumping Jacks, B = Stop, C = Do-si-do, Quick = Sprints)



With these helpful reminder moves, you should never forget the “ABC Quick” Check!

BikeSafe On-Bike Curriculum

Station 3: Rules of Riding

Since the children now understand the basics of bicycle safety and preparing themselves for a bike ride, this station focuses on how to be safe once they start riding. In this station, we teach the three key principles: proper helmet fit, visibility, and predictability.

In addition to being predictable and wearing a properly fitting helmet, we teach the children that they need to be visible so cars, pedestrians, and other bicyclists can see them. We remind children that it is required by Florida law for all bicyclists to ride with a front white headlight and a rear red taillight from sunset to sunrise. Children complete a worksheet activity in which they identify ways to be more visible to others while riding.

Before beginning the station, make sure all the visual aids for Station 3 printed out and available for use.

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding	<i>Station 4</i> Safe Riding	Water break – transition to next stations	<i>Station 5</i> On-Bike Drills – Pre-ride checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	Water break – transition to next station	<i>Alternate activity</i> - Obstacle Soccer	Review/Final Questions
Group B		<i>Station 4</i> Safe Riding	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding		<i>Alternate activity</i> - Obstacle Soccer		<i>Station 5</i> On-Bike Drills – Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	



Station 3: Rules of Riding

Instructional Component – Keys to Safe Riding

Station 3 Overview

- Keys to Safe Riding • Chaos Box Activity • “Who Looks Safe?” Activity

Learning Targets:

1. Children will be able to explain why visibility and predictability are important for bicycle safety.
2. Children will be able to identify potential hazards when riding a bike and list strategies for addressing these hazards.
3. Children will be able to list ways to increase their visibility while riding.

Materials:

- Cones to mark the Chaos Box
- “Who Looks Safe?” worksheet
- Crayons, markers, pens

We first begin with a review of the concepts children learned in earlier stations. Instructors should briefly go over the keys to safe riding as a transition to the next activity, the Chaos Box.

The Chaos Box activity helps children recognize that when they are moving in unpredictable patterns, it is difficult to avoid crashes. However, once they all move in the same, predictable, pattern/direction, collisions are much more avoidable.

1) Keys to Safe Riding

- Explain that a safe cyclist always relies on **three key concepts** (proper helmet fit, visibility, and predictability) to practice safety when riding.
- Review “2-Finger” Rule (**pg. 13**) and the concepts of visibility and predictability.

Tips for Visibility

- Most states (including Florida) require a **rear red light** and **front white light** on the bike between sunset and sunrise. **Emphasize!**
- Wear **reflective** wristbands and **bright** colors; add **reflectors** to your bike

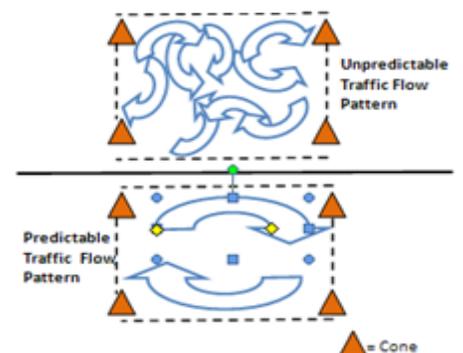
Tips for Predictability

- Use **hand signals** • Ride in a **straight line** • Do not **weave in and out** of parked or moving cars

2) Chaos Box Activity

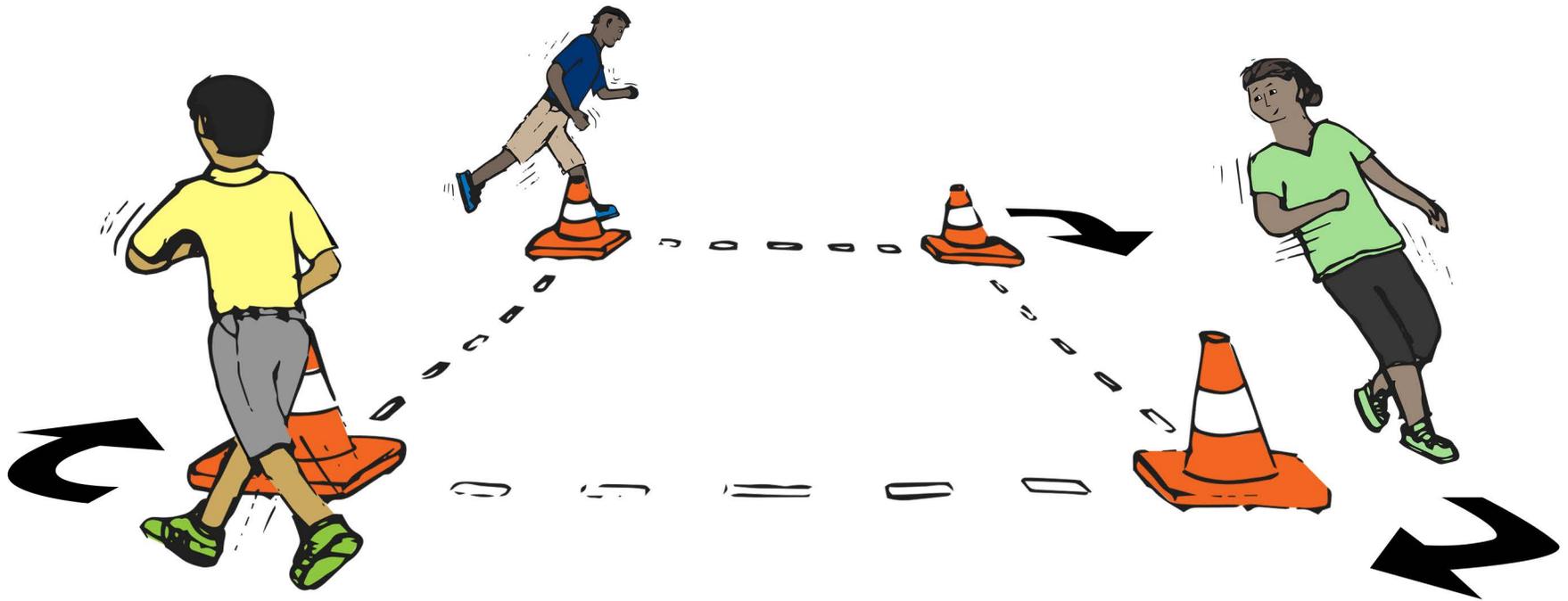
- Create a square on the floor with cones.
- Have children **line up and enter the box** one by one upon your signal (whistle blow).
- **Inform children that once they enter, they cannot stop moving** (they can skip, dance, jump, walk – as long as they keep moving!) (**pg. 33**)
- Once box is full (and gridlock has formed), ask children if they **can predict where anyone is trying to go. (NO!)**
- **Empty the box** to prepare for predictable traffic flow pattern.
- Have children **form a line** around the box and **walk in a clockwise direction** until you say STOP. (**pg. 34**)
- Select a child to run to the front of the line and yell “Passing on the Left!” to notify people they are passing, just like a bike or car should pass on the left.

Chaos Box Activity



- What would happen on the road if all the car drivers could go anywhere they wanted instead of always riding on the right and being predictable?
- What if there were no traffic rules, traffic lights or speed limits?







Station 3: Rules of Riding

Creative Component – Safe Bike Riding Outfits

Station 3 Overview

- Keys to Safe Riding
- Chaos Box Activity
- “Who Looks Safe?” Activity

3) “Who Looks Safe” Activity

- In preparation for the activity, quickly review the concepts of visibility and predictability.

What can we do to make ourselves visible when we ride?

- Wear reflective and bright clothing, as well as reflectors on your bike. The more reflective you and your bike are, the more visible you are!
- Remember that if you can see a car, it does not mean they definitely see you.
- Make sure you have a rear red light and a front white light on your bike. (Required by Florida Law when riding from sunset to sunrise)

What can we do to make ourselves predictable when we ride?

- Signaling to other drivers and pedestrians before we change course.
- Riding in as straight a line as possible
- Not weaving in and out of cars (parked or moving)
- Ride with the flow of traffic

We will be learning more about how to be predictable while riding in the next station.

- Break into small groups (2-3 children).
- Each group should have a “Who Looks Safe?” and crayons, markers or pens/pencils.
- There are two versions of the worksheet (**pgs. 36-37**), which vary in degree of difficulty.
 - On **page 36**, children will draw lines to where each item should go to make the rider more visible on a bike.
 - After the groups are finished, review all the items needed to be visible and safe on a bike.
 - On **page 37**, children will list items that help a rider be more visible, and then will draw those items on the rider.
 - After the groups are finished, have a representative from each group present their drawing. As a group, decide which group’s rider would be the safest, and discuss why certain riders are not safe.

Sample Responses:

Helmet, reflective/bright clothing, reflectors on bike, front and rear lights on the bike.





Headlight



Red taillight



Wheel reflector



Stick-on reflective tape



Reflective vest

BikeSafe On-Bike Curriculum

Station 4: Safe Riding

The children may think they are ready to ride but there’s still an important piece missing: navigating the road signs and signals of the road system, which will be covered in this station.

In order to be predictable, bicyclists must be able to let others know where they plan to go, whether they’re turning left, right, or stopping at a corner. Additionally, bicyclists need to know what different signs and traffic signals mean, so they can ride in a more predictable manner. In this station, we teach children how to perform different hand signals as well as define what various road signs mean. Both concepts are reinforced with a hand signaling activity where children practice using hand signals and responding to street signs while dribbling a basketball.

To learn about different situations they may encounter on the road, children perform safe riding skills simulations, where they must recognize different signs and signals and move accordingly, all while doing moving jumping jacks.

After completing this station, children should be ready to go out and ride safely!

Before beginning the station, make sure all the visual aids for Station 4 printed out and available for use.

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding	<i>Station 4</i> Safe Riding	Water break – transition to next stations	<i>Station 5</i> On-Bike Drills – Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	Water break –transition to next station	<i>Alternate activity</i> - Obstacle Soccer	Review/Final Questions
Group B		<i>Station 4</i> Safe Riding	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding		<i>Alternate activity</i> - Obstacle Soccer		<i>Station 5</i> On-Bike Drills – Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	



Station 4: Safe Bike Riding

Modeling Component – Hand Signals

Station 4 Overview

- Hand Signals • Hand Signals Activity • Safe Ride Introduction • Signs and Signals • Safe Riding Skills Simulations

Learning Targets:

1. Children will be able to properly signal with their hands to help drivers and other bicyclists know what they intend to do and where they intend to turn.
2. Children will be able to explain and perform appropriate maneuvers in response to the most common traffic signs.
3. Children will be able to explain why riding on the right side of the road helps to contribute to their predictability and safety.

Materials:

- Sign/Signal flashcards
- Cones (minimum of 8 for two teams)
- Basketballs (enough to divide children into at least 2 teams of no more than 10 children, 1 ball per team)
- Props to mark where to stop, scan, and signal

Optional Supplemental Materials:

- Sidewalk chalk
- Prop traffic signs

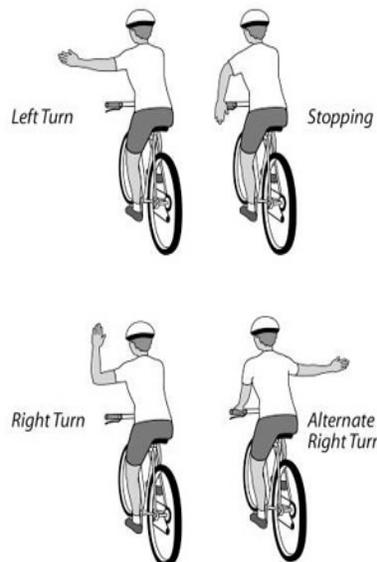
1) Hand Signals

1. Introduce the concept of using **hand signals** to **indicate to those around you where you want to move** while on a bike.

Just like following the rules of the road, using hand signals helps make you **predictable**.

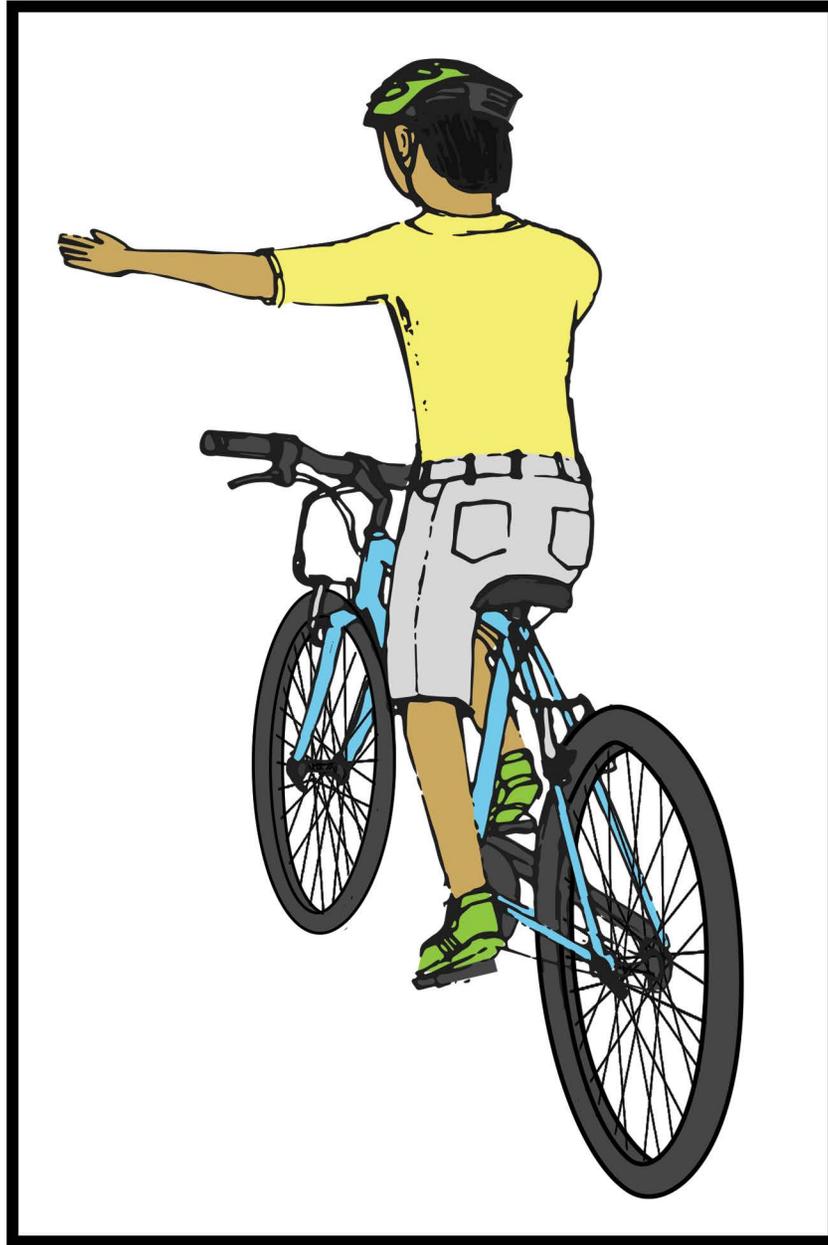
2. Teach the **bicycle hand signals** to use when making a left turn, right turn, and stopping (see below). The larger versions of each hand signal and a summary of all the hand signals can be found on **pages 40-44**.

Bicycle Hand Signals

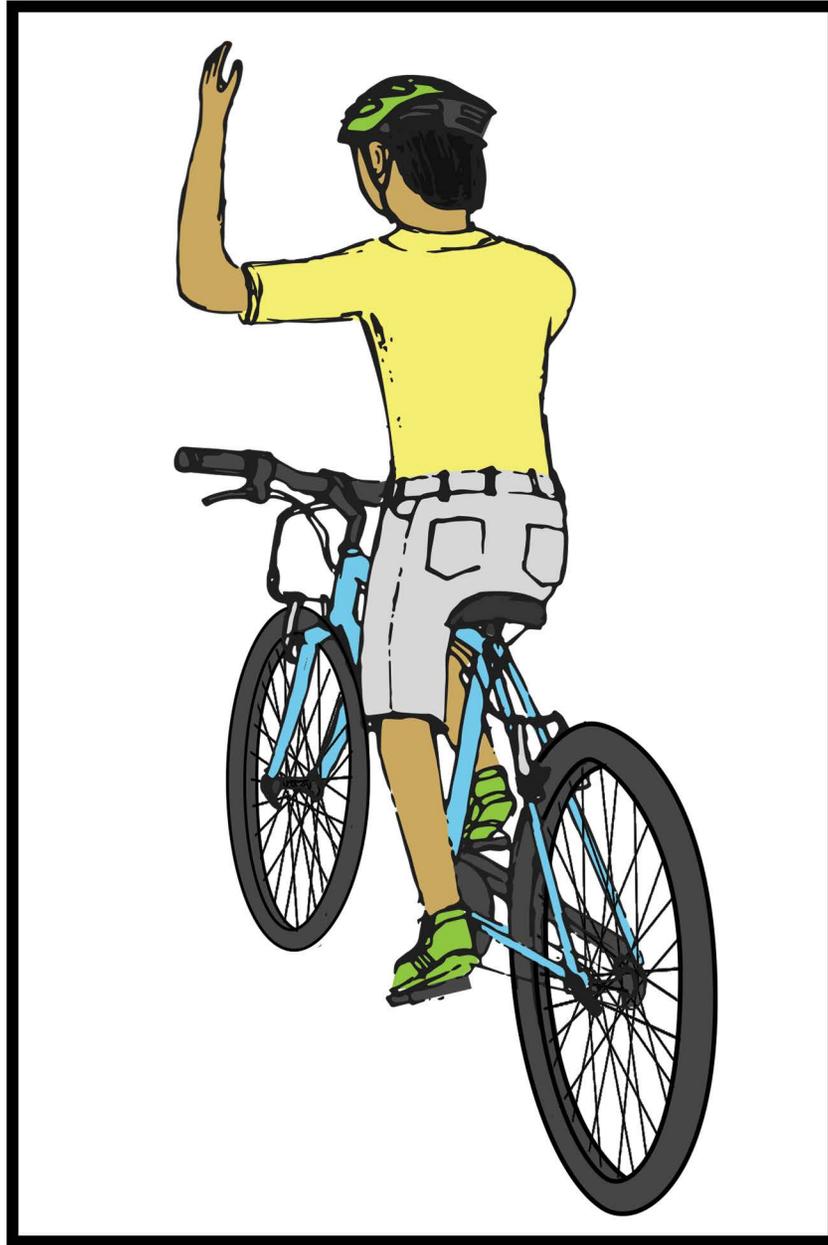


Children should know that this signal may be used for both slowing AND stopping. It is helpful to do this when riding with other bicyclists and to shout “STOPPING!” or “SLOWING!” while making this signal.

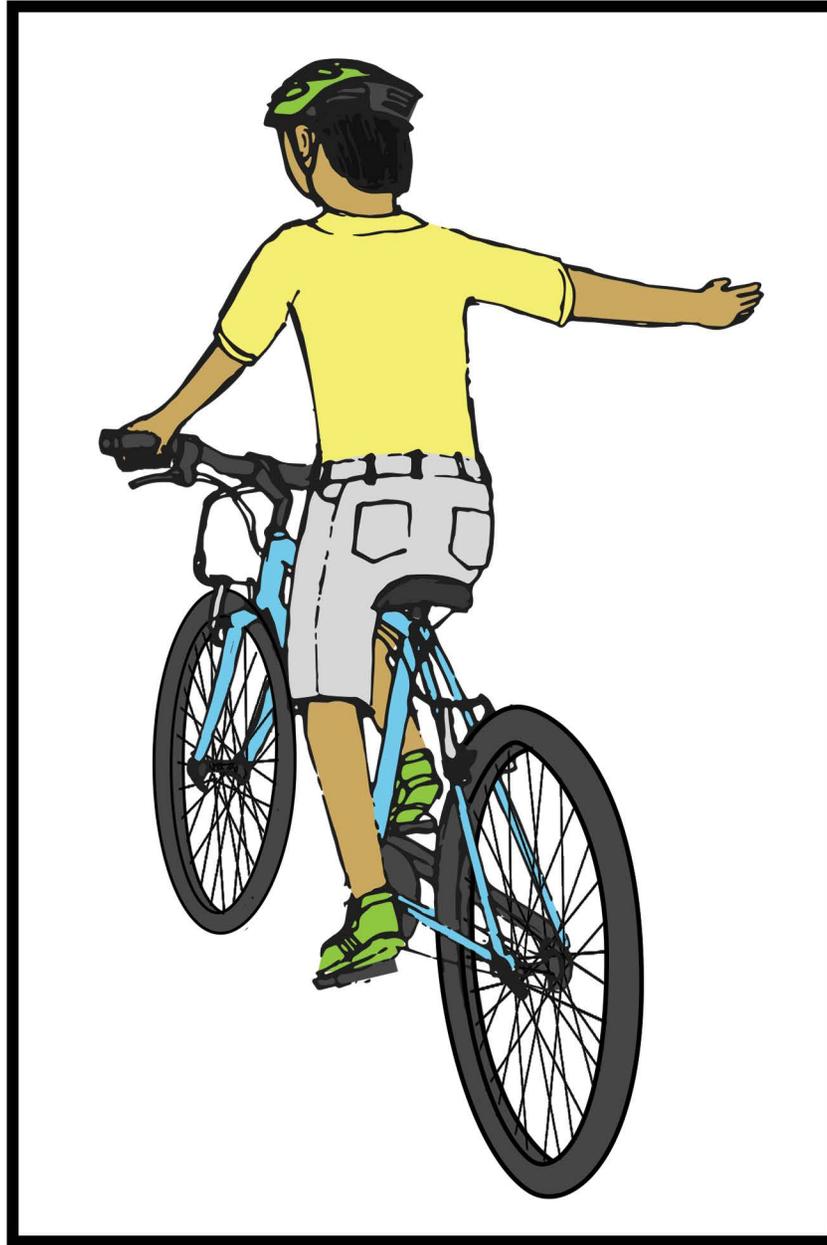
Important note: There are two correct hand signal options for a right-hand turn. The origin of these two signaling options has to do with the hand signals drivers use when their blinkers are broken. Given that car drivers do not have the option of stretching their right hand out the passenger window, they use their left hand (like the bicycle on the left in the above picture). Children should choose whichever option they are most comfortable doing, depending on which hand they prefer to hold the bike with (or in the case of the basketball hand signal activity, the hand with which they prefer to dribble the ball).



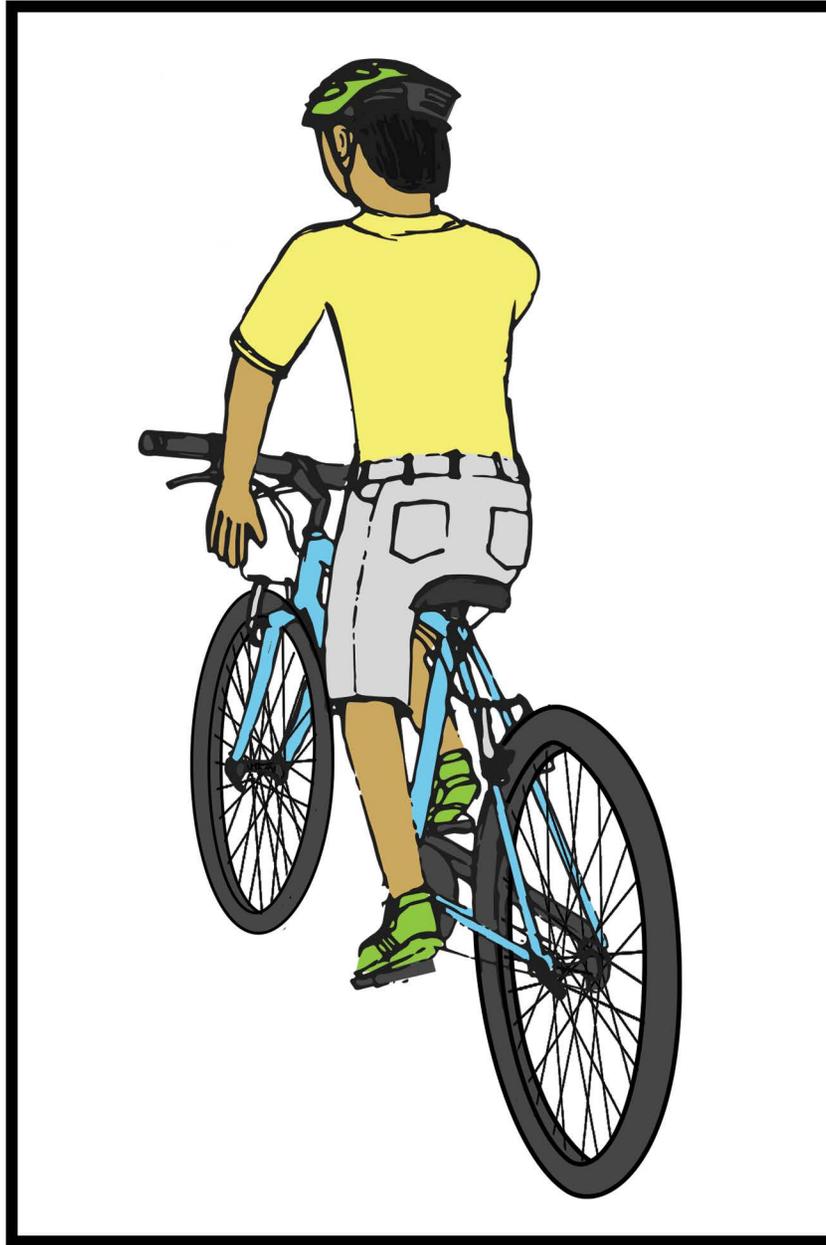
TURNING LEFT



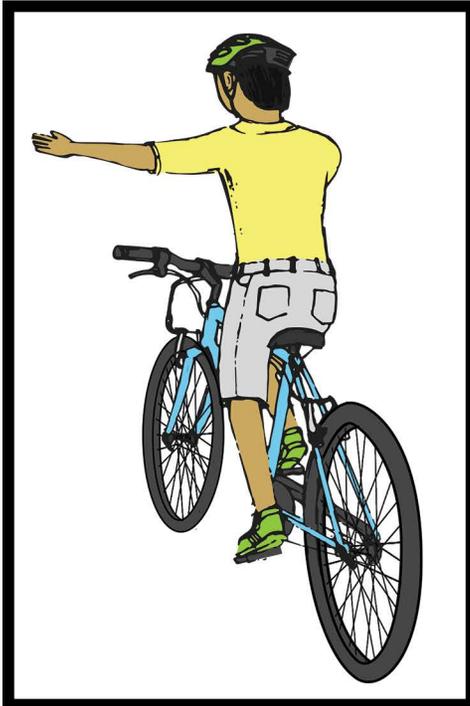
TURNING RIGHT



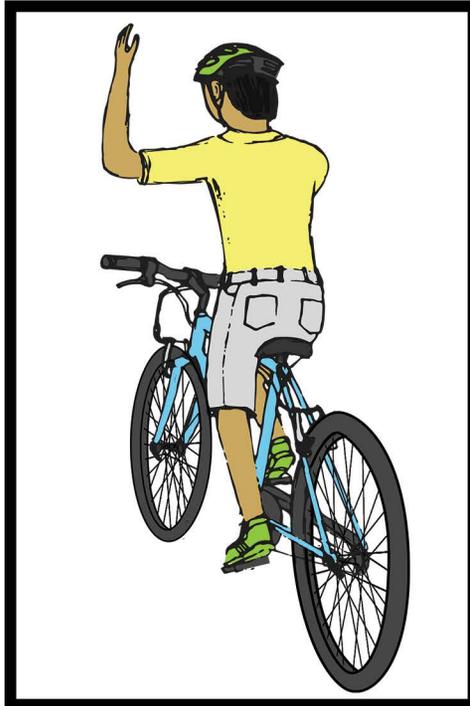
TURNING RIGHT



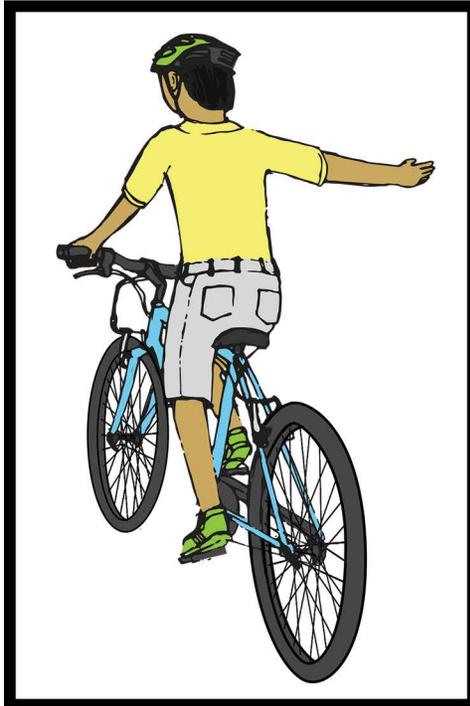
STOPPING



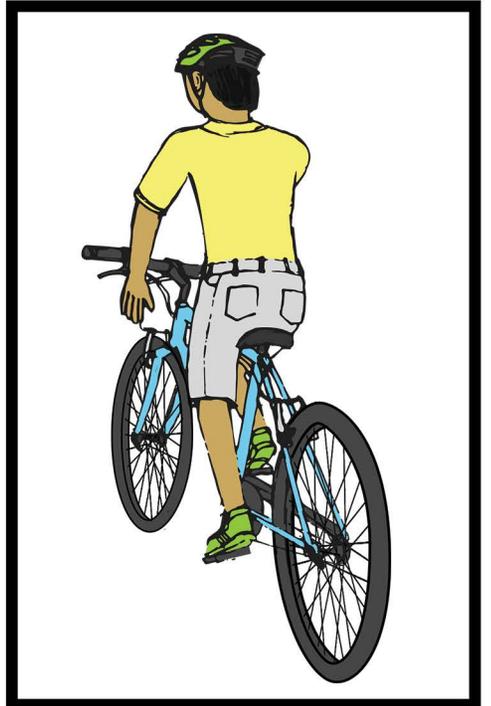
TURNING LEFT



TURNING RIGHT



TURNING RIGHT



STOPPING



Station 4: Safe Bike Riding

Creative Component – Hand Signals Activity

Station 4 Overview

- Hand Signals • Hand Signals Activity • Safe Ride Introduction • Signs and Signals • Safe Riding Skills Simulations

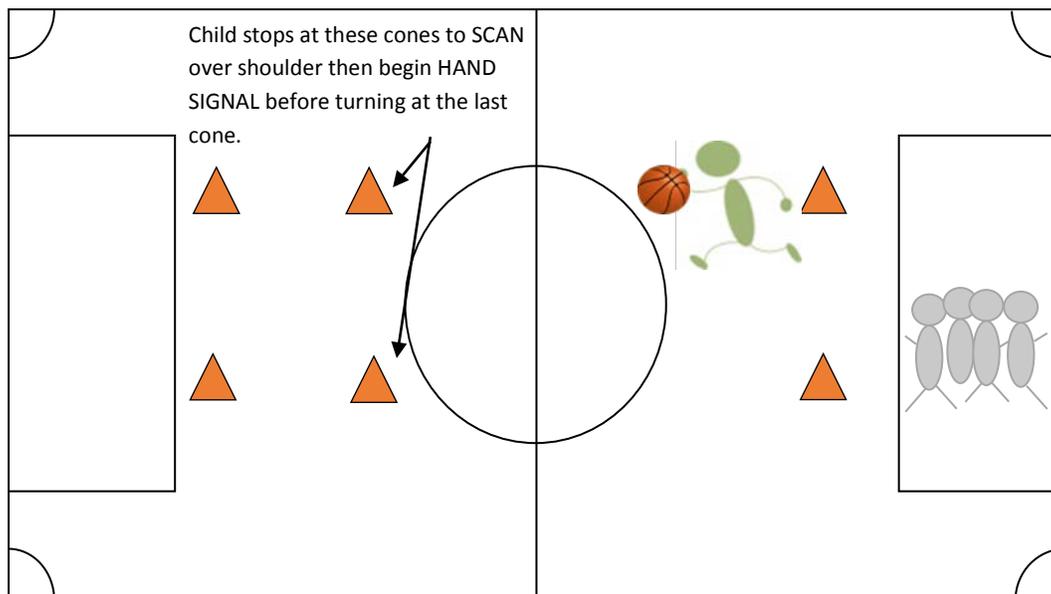
2) Hand Signals Activity

- Explain that the children will be participating in a hand signaling activity to practice these skills.

Basketball Hand Signaling

- Set-up the court with cones as shown below.
- Have the children form lines at one end of the court.
- Provide 1 basketball per line.
- The first child in each line with a basketball will **dribble to the other side** of the court.
- When they get past half court, they must **SCAN over their LEFT shoulders** (to practice checking for cars).
- Next, they must **indicate that they are making a LEFT turn** by doing the **proper hand signal with their left hand while still dribbling the ball with their other hand**. This is similar to having to handle the bicycle with your opposite hand while signaling.
- Once the turn is completed, the child will pass the ball to the next person in line.
- Repeat the drill to practice the RIGHT and STOPPING hand signals.

Instructor Tip: Demonstrate each action when describing what the children will do. Then, as a group, have children mirror each action. Walk through the whole activity until each individual understands what he or she needs to do.





Station 4: Safe Bike Riding

Instructional Component – Where it is Safe to Ride

Station 4 Overview

- Hand Signals • Hand Signals Activity • Safe Ride Introduction • Signs and Signals • Safe Riding Skills Simulations

3) Safe Riding Introduction

- Discuss the following **procedures** for riding a bike safely, using the images provided on **pages 47-50**:

Safe Cycling Procedures

- **Exiting a driveway (pg. 47)** – Stop, listen, and look left-right-left before you turn onto the road in the same direction as traffic. If on a sidewalk, do the same to make sure you do not have a collision with a pedestrian.
- **Crossing a street (pg. 48)** – Same process as exiting a driveway.
- **Approaching a crosswalk (pg. 49)** – Slow down and stop. Look left-right-left for pedestrians crossing the street. Cross when the coast is clear.
- **Passing people on the sidewalk (pg. 50)** - Yield to pedestrians (people who are walking) and always try to pass them on the left. Warn them by yelling “On the Left!” before passing them. (*Yield: A yield is a traffic sign that lets us know we need to slow down and look for oncoming traffic.*)

- Remind the children of the following points and explain how they help them stay predictable and safe.

Important points to emphasize:

- ✓ Obey all **traffic signs and signals**.
- ✓ **Bikes and cars** are both **VEHICLES**, and can be on the street.
- ✓ Ride **with** the flow of traffic
- ✓ ALWAYS ride in a **straight line** (never weave in between cars!).
- ✓ When on a bike, **ride where cars expect you to be**

Q: Can we ride on the sidewalk?

A: In Florida, yes we can but even when we ride on the sidewalk we have to be careful.

Q: What are some of the traffic signs we see riding our bikes? Should we do what the signs tell us?

A: Stop signs, yields, and railroad crossings, just to name a few. Yes, always follow the traffic signs! Bikes are vehicles and need to follow rules too.

Q: Who has the “right-of-way” – bikes or pedestrians?

A: Pedestrians

Q: If a person rides in the street, which side of the street should they ride on?

A: Always ride WITH (not against) the flow of traffic, on the right side of the street. When walking/jogging, we do the opposite.

Q: What if the street is a one-way street?

A: Always ride WITH traffic. Do not ride the wrong way down a one way street.

Q: Should we ride our bikes in a zigzag pattern, back and forth from side to side?

A: No! Always ride in a straight line to be predictable.

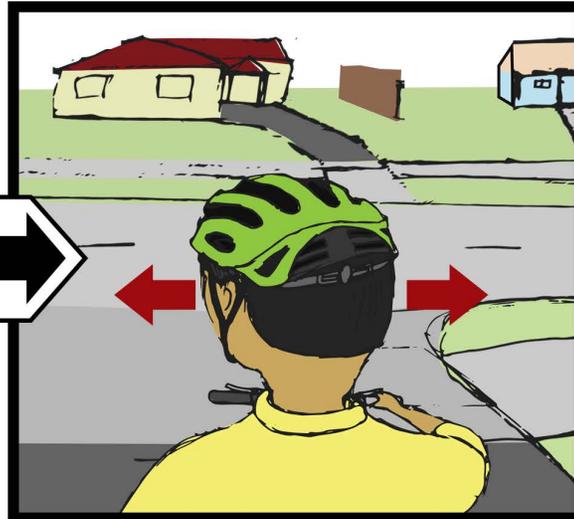
Stopping to Exit a Driveway

1



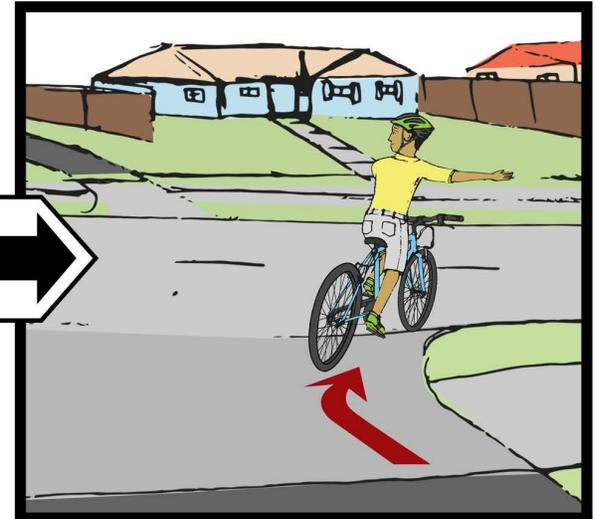
STOP

2



LOOK LEFT-RIGHT-LEFT

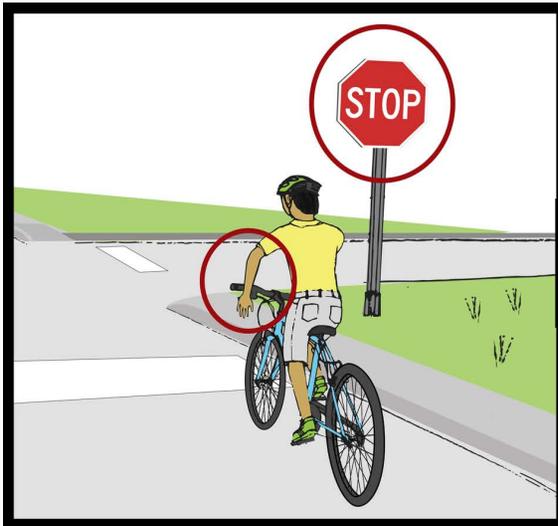
3



TURN ONTO ROAD

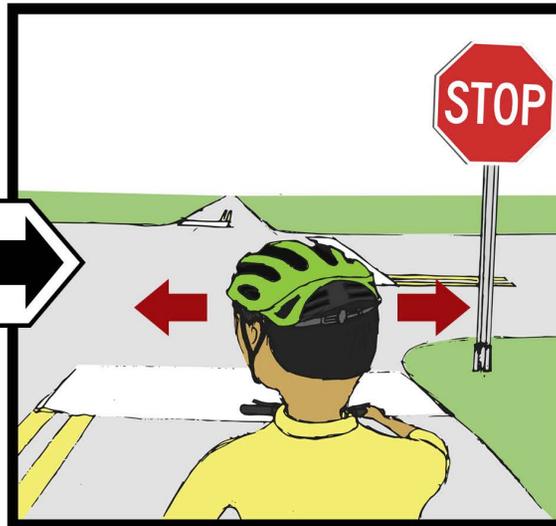
Crossing a Street

1



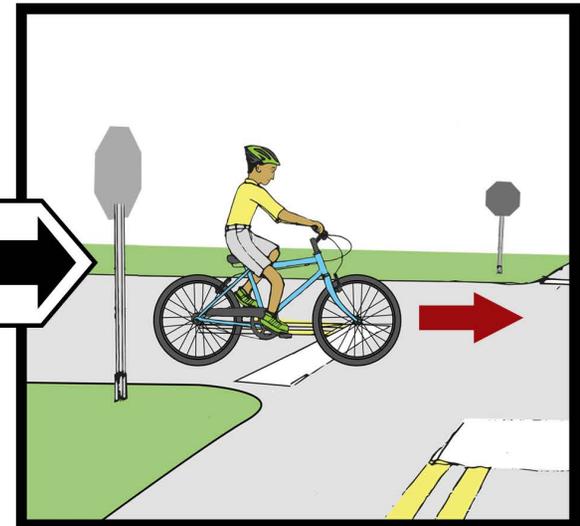
STOP

2



LOOK LEFT-RIGHT-LEFT

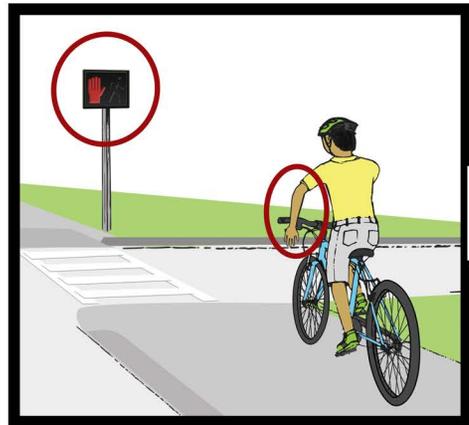
3



CROSS

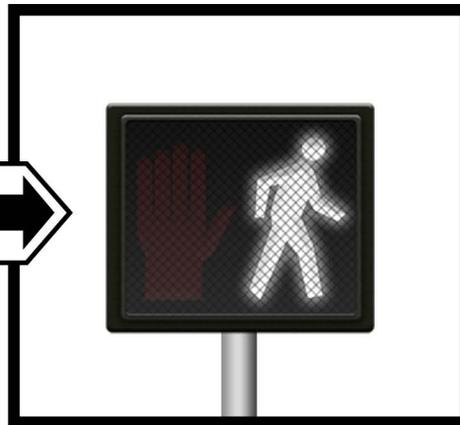
Approaching a Crosswalk

1



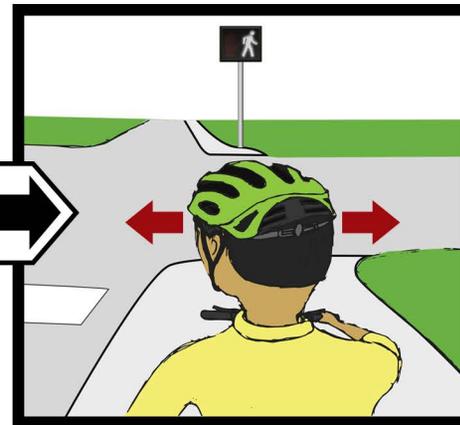
STOP

2



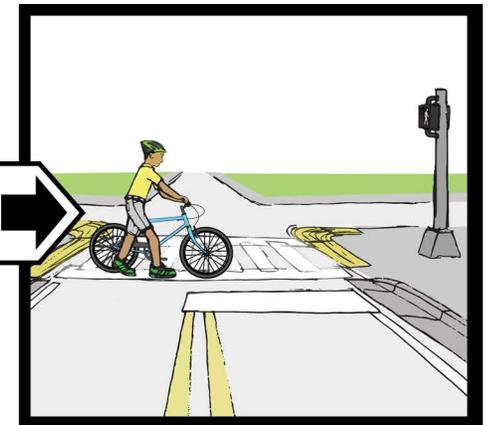
SIGNAL SHOWS CLEAR

3



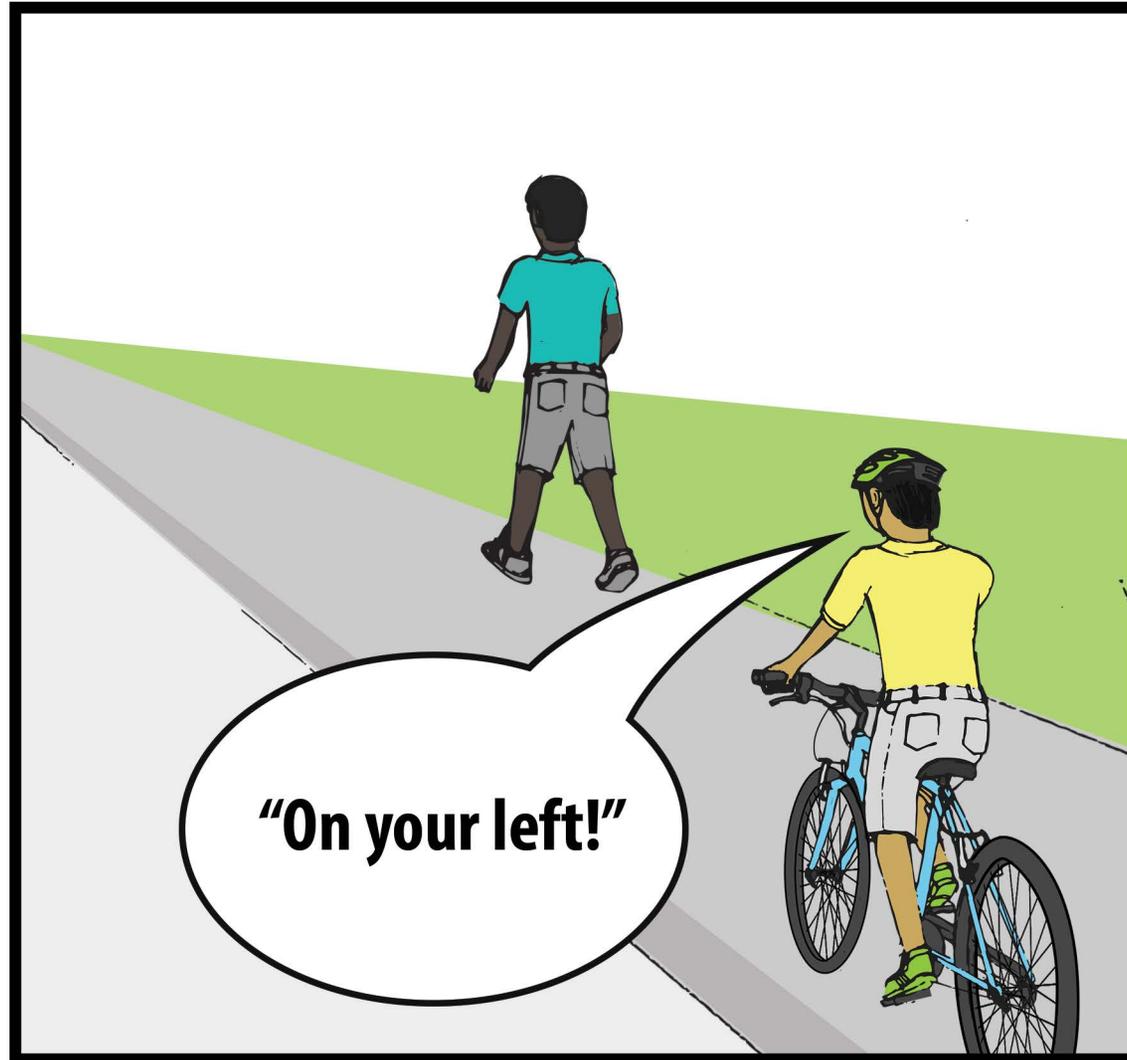
LOOK LEFT-RIGHT-LEFT

4



CROSS

Passing People on the Sidewalk





Station 4: Safe Bike Riding

Instructional Component – What do Signs and Signals Mean?

Station 4 Overview

- Hand Signals • Hand Signals Activity • Safe Ride Introduction • Signs and Signals • Safe Riding Skills Simulations

4) Signs and Signals

- Introduce the concept of using traffic signs and signals while riding a bicycle
 - Why do we need to know what the signs and signals we encounter mean? *(So we can follow them and ride safely!)*
 - What signs might we encounter on the road? What about signals?
Write children's responses on chart paper or whiteboard if available
 - What do you think “**right-of-way**” means? *(When you arrive to the same place at the same time as someone else, they get to go first if they are to the right of you).*
- Introduce and explain the following traffic signs and signals. For larger visuals of the signs, please refer to the next few pages of the curriculum.
 - Using the scenarios provided with the signs on **pages 52-61**, ask children what they should do when they see each sign/signal.

Examples of signs and signals:



Railroad crossing:

Slow down, stop, look and listen for a train. If a train is coming, wait for it to pass before proceeding.



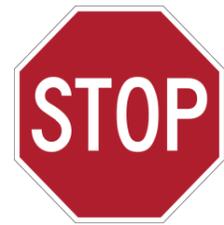
Yield: Slow down as you approach the intersection.

Prepare to stop and give the **right-of-way** to vehicles and pedestrians in or approaching the intersection. You must come to a full stop at a YIELD sign if traffic conditions require it. When you approach a YIELD sign, check carefully for traffic, and be prepared to stop.



Pedestrian Crossing:

Prepare to come to a stop for pedestrians in the path. Look both ways before continuing through the path.



Stop Sign: Come

to a complete stop, look both ways before continuing.



Green light:
Proceed through the intersection.



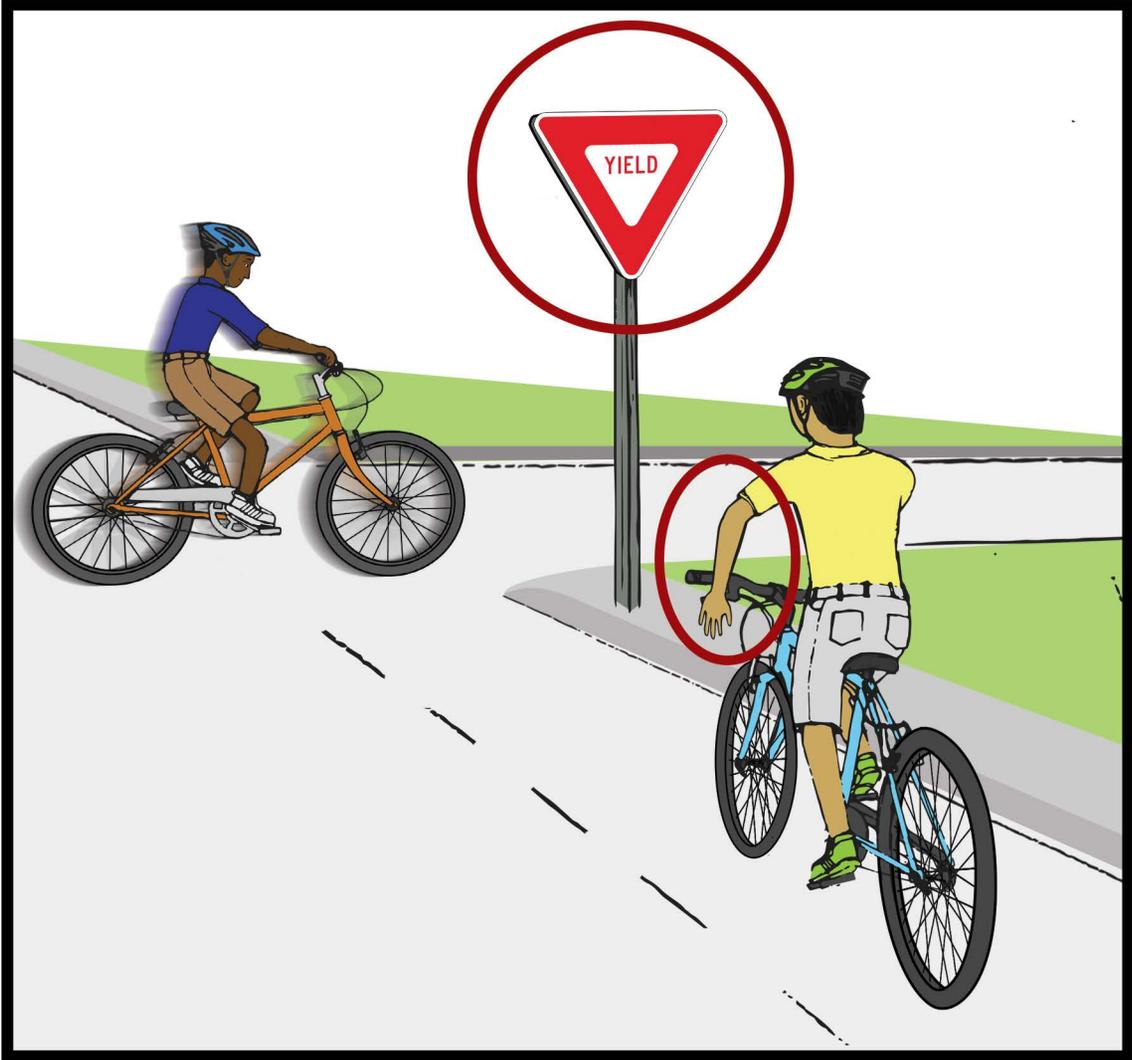
Red light: Stop, do not proceed through the intersection.



Yellow light: Slow down and prepare to stop.



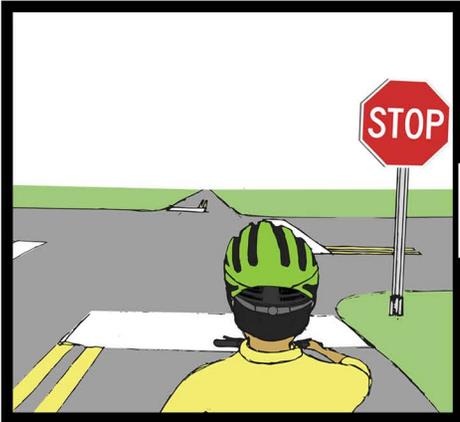
Yielding





Stopping

1



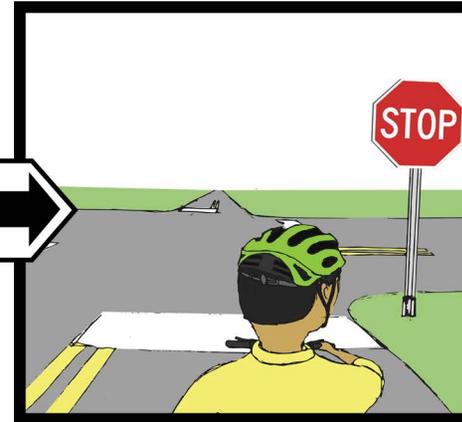
STOP

2



LOOK LEFT

3



LOOK RIGHT

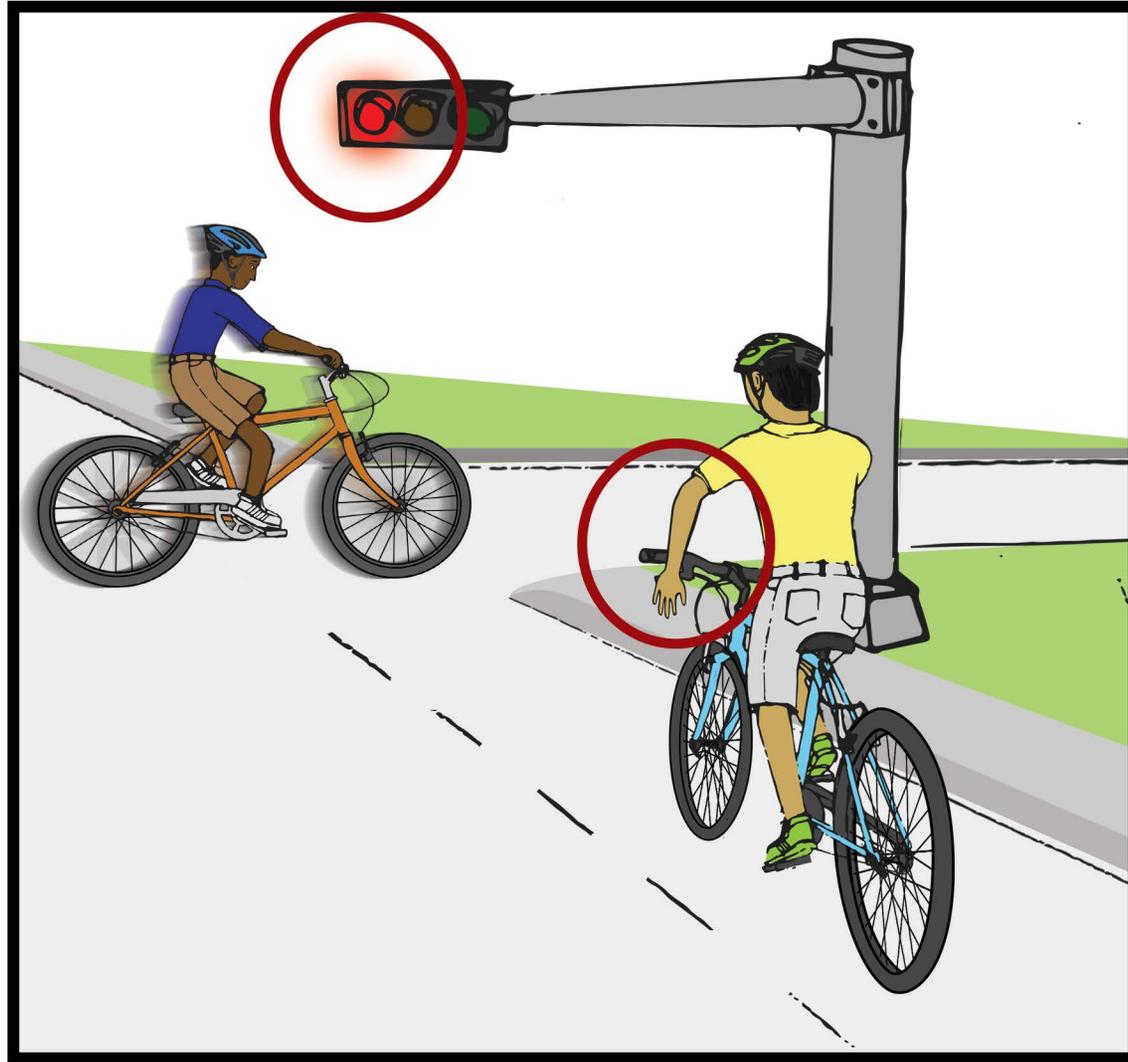
4



LOOK LEFT AGAIN

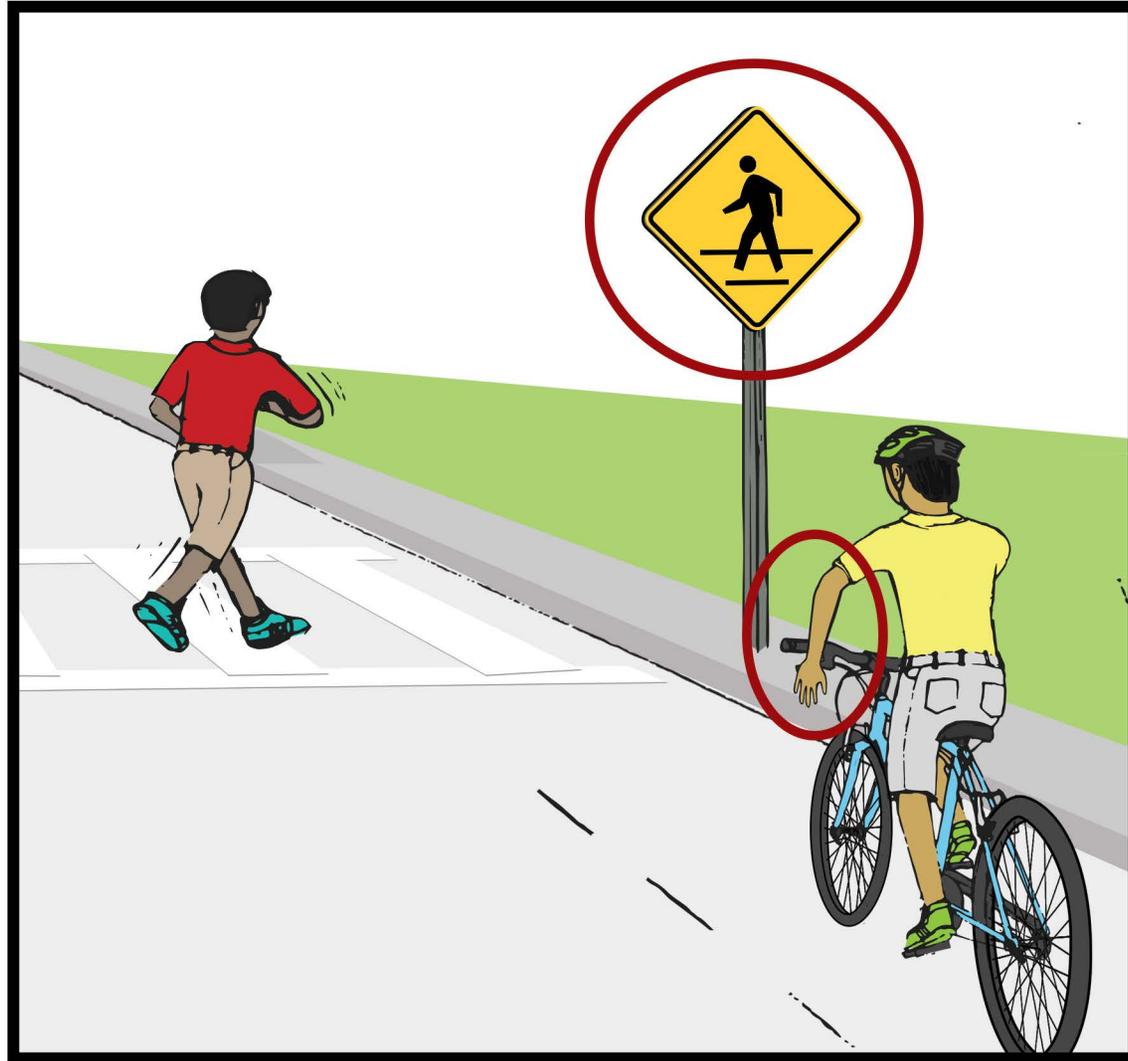


Red Light



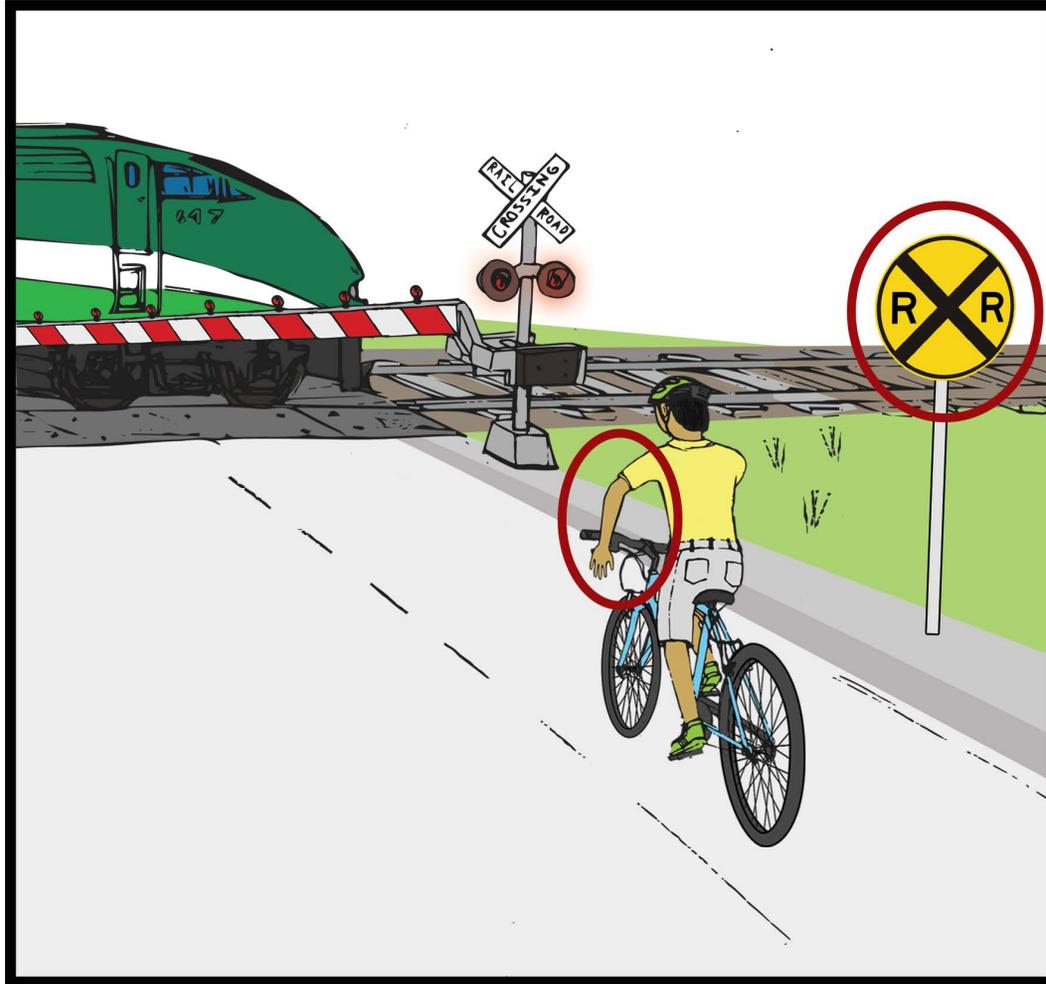


Pedestrian Crossing





Railroad Crossing





Station 4: Safe Bike Riding

Creative Component – Safe Biking Skills Simulations

Station 4 Overview

- Hand Signals • Hand Signals Activity • Safe Ride Introduction • Signs and Signals • Safe Riding Skills Simulations

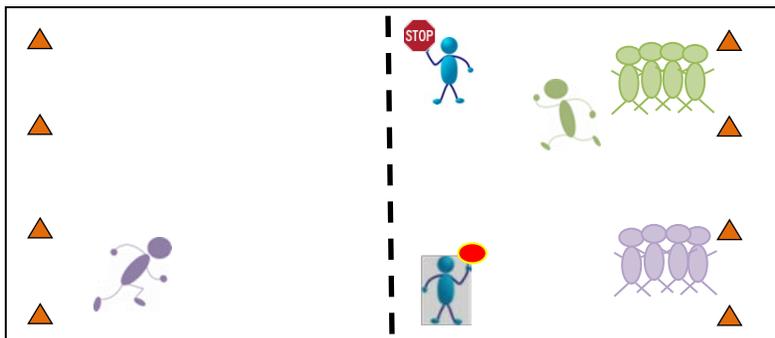
5) Safe Riding Skills Simulations

- Inform the children that the next activity will ask them to practice using their signs and signals knowledge.
 - *For these drills, we are going to pretend we are on bikes.*
 - Now that we know the signs and signals on the road, we need to follow them, just like cars do.
 - **Following the rules of the road** (like stopping at stop signs and red lights) **makes you predictable**, and keeps you safe in a car, walking, or on a bike.
 - *What if you are riding with friends and at a stop sign, the person riding in front of you yells “the coast is clear!” – is it OK to ride through without stopping? (No! Would it be OK for a car to do that? No!)*

Sample Safe Riding Skills Set-Up

- Place **cones** to represent the end of a street on the opposite side of the court.
- Divide group into 2-4 small groups. Have each team line up along the edge of the court.
- Have one **child volunteer** from each group **standing at the center** of the court, facing the line of their teammates.
- The **volunteers** at the center line will **act as a STOP sign or Red Light signal**. You can use different hand signals or signs to represent each traffic sign.
- Starting with one side of the court, have **children take turns doing moving jumping jacks (in place of bike riding)** as they move toward the end of the “street” and where their teammate is located at the center court. (*Variation*: have them do other movements, like frog jumps, bunny hops, crab walk, etc. each time through)
- When **they get to the “human traffic signal,” they need to obey the sign or signal**; Stop, look *Left-Right-Left* and once clear, they can continue going across the “street” to the end of the “street” (by the cones), where they will turn around and run back to the back of their line.
- Children who **fail to STOP and look Left-Right-Left** before crossing the “street,” **must return to the line to start the drill again**.
- The first team to complete the drill *and be seated* in the line wins.

Instructor Tip: Demonstrate each action when describing what the children will do. Then, as a group, have children mirror each action. Walk through the whole activity until each child understands what he or she needs to do.



BikeSafe Parks Curriculum

Stations 5 and 6: Bike Rodeo

These final stations in the BikeSafe curriculum provide children an opportunity to apply the bike safety skills they have learned on bikes (with helmets of course). The stations begin with the pre-ride checklist, where the bicyclists must check their helmet fit, clothing, and perform the “ABC Quick” Check before getting on their bikes.

Once they are prepared to ride, the children will participate in two bike rodeo stations where they will practice different bike safety skills. At the first station, children will ride their bikes to a designated point (stop sign) where they will stop (without dragging their feet), look left-right-left, then re-start riding using the Power Pedal skill. At the next station, they will practice scanning and signaling (while riding in a straight line), and then turning in the direction they signaled.

Before beginning the station, make sure all the visual aids for Stations 5 and 6 printed out and available for use.

Time Period	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes	10 minutes	35 minutes	5 minutes	35 minutes	5 minutes
Group A	<ul style="list-style-type: none"> Intro to Course Group Assignments 	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding	<i>Station 4</i> Safe Riding	Water break – transition to next stations	<i>Station 5</i> On-Bike Drills – Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	Water break – transition to next station	<i>Alternate activity</i> - Obstacle Soccer	Review/Final Questions
Group B		<i>Station 4</i> Safe Riding	<i>Station 1</i> Bike Basics	<i>Station 2</i> Preparing to Ride	<i>Station 3</i> Rules of Riding		<i>Alternate activity</i> - Obstacle Soccer		<i>Station 5</i> On-Bike Drills – Pre-ride Checklist and Start/Stop ----- <i>Station 6</i> On-Bike Drills – Scan and Signal	



Station 5: Bike Rodeo

Instructor's Guide

Station 5 Overview

- Pre-Ride Checklist • Bike Rodeo 1: Start and Stop

Before beginning the stations, it is important to remember the tips outlined in the Instructor's Guide at the beginning of the curriculum. They are repeated below for reference.

1. Choosing a Safe Location

- Conduct the instructional portion of the curriculum in a comfortable area
 - Remove obstacles to prevent children from hitting anything
 - Smooth surface
 - Little to no pedestrian or vehicle traffic
 - Set-up on-bike rodeo course
 - Use tall, orange cones to outline the course. This allows the children to understand the boundaries.
 - Instructors should walk the children through the course and activity first, before allowing them to try it by themselves.
 - Next, each child should go one at a time, walking through the course with their bicycle next to them.
 - Once they understand the course, allow them to get on the bicycle.

2. Check Equipment Before Children Arrive

- Make sure each bicycle is in proper working condition using the "ABC Quick" Check.
 - See **page 20**
- Remember to adjust seat for every child
 - The seat should be positioned so that the child's leg is almost fully extended when pedaling. The knee should not be perfectly straight.
- Helmets must be in good condition
 - Good condition means that helmet shows no cracks, that the straps are intact, and that helmet is not expired.
 - Check expiration date or manufactured date, typically found inside. Most helmets are good for 5 years after the manufactured date.



Station 5: Bike Rodeo

Pre-Ride Checklist and Helmet Fitting

Station 5 Overview

- Pre-Ride Checklist • Bike Rodeo 1: Start and Stop

Learning Targets:

1. Children will be able to begin moving on the bike using the Power Pedal start.
2. Children will be able to use the brakes to come to a complete stop without dragging their feet on the ground.

Materials:

- 1 bike per person
- 1 properly fitting helmet per person
- Bicycle floor pump with pressure gauge.
- Cones and/or sidewalk chalk to mark the course

1) Pre-Ride Checklist

Use the visual schedule on page 66 as a reference for the pre-ride checklist.

“ABC Quick” Check

- As you review the **“ABC Quick” Check (pg. 21)** have the children perform the check on their own bikes.
- **Add air** to the tires if the pressure is low (check the text on the walls of the tires to find out the recommended tire pressure – depending on the child’s bike, it will likely be between 45-80 psi).
- Ensure that **all quick release levers are closed** and **brakes work** (these levers are commonly found on the wheels, brakes and saddle).

- *What do we do before we get on the bike to go for a ride?*
- *We must first perform an “ABC Quick” Check to make sure everything is working properly.*
- *Does anyone remember what “ABC Quick” stands for?*

Helmet Fitting

- Review the **“2-Finger” Rule (pg. 13)**.
- Have each child perform the **“2-Finger”** check with their helmet.
- Assist in adjusting the straps of the helmet for a better fit.
- Ensure that all participants (adults and children) have a properly fitted **helmet**.



- *What about our heads? How do we **protect our brains**?*
 - ✓ *Wearing a properly fitted helmet!*
- *Does anyone remember what we do to make sure our helmet fits properly?*
 - ✓ **“2-Finger” Rule**
 - ✓ *Can someone show me how to do it?*
- *It’s important that we always wear our helmet when we ride our bikes so that we do not damage our **brain** in case of an accidental fall or crash.*
- *It is **against the law** to not wear a bike helmet if you’re under 16 years old (in many states, such as Florida) because your brain is still developing and we want to protect it in every way possible.*

Pre-Ride Checklist

1



ABC QUICK CHECK

2



HELMET FITTED

3



RIDE BIKE



Station 5: Bike Rodeo

Start and Stop Drill

Station 5 Overview

- Pre-Ride Checklist
- Bike Rodeo 1: Start and Stop

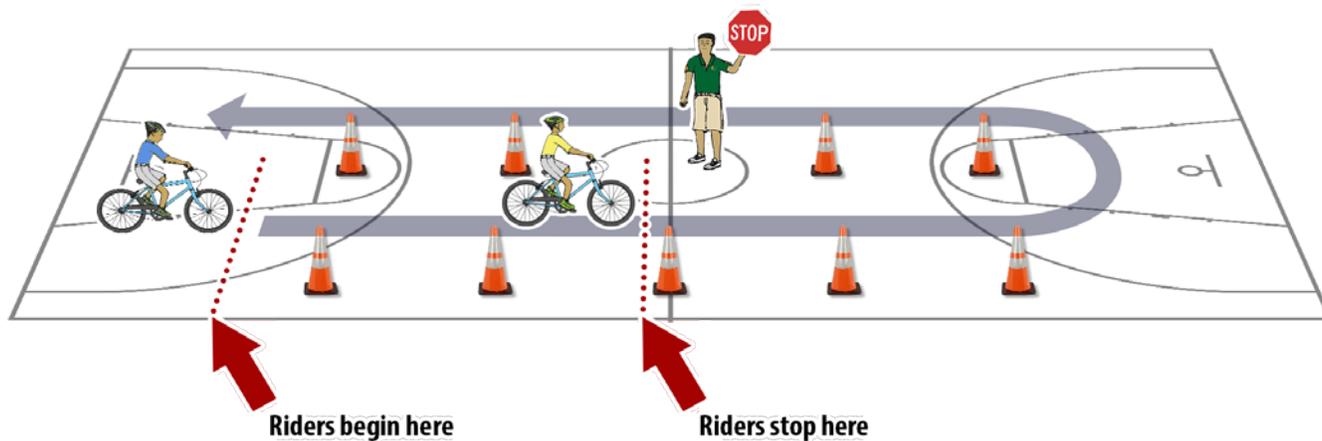
If there are not a sufficient amount of bicycles for all the children to use, have them complete the activity on page 80 while they wait.

2) Start & Stop (Power Pedal)

- Arrange the station with cones or flags as shown in the image below.
- Explain to the children that they will be moving through the course to practice the skill of starting and stopping safely.
- Instructor should stand by the middle cone, holding a stop sign if possible.
- Use the visual schedule on page 69 as a guide for the children.

- It is **important** to be able to start and stop while still travelling in a **straight**. [I will demonstrate.]
- You will ride in a **straight line on the left side of cones**.
- When you get to the middle cone, you must **stop by gently using your brakes (NOT your feet!)**. Place one foot on the ground while straddling your bike, keeping the other foot on a pedal, then look left-right-left.
- After stopping to check if it is clear to cross, return to the power pedal position (pg. 68) and ride to the last cone where you will turn around the cone and ride back to where you started.

Instructor Tip: If the child is having difficulties with balancing, remove the pedals, and allow them use the balls of their feet to move while sitting on the bicycle. Allow each child to do what they feel comfortable doing. Shorten the distance of the course if necessary.

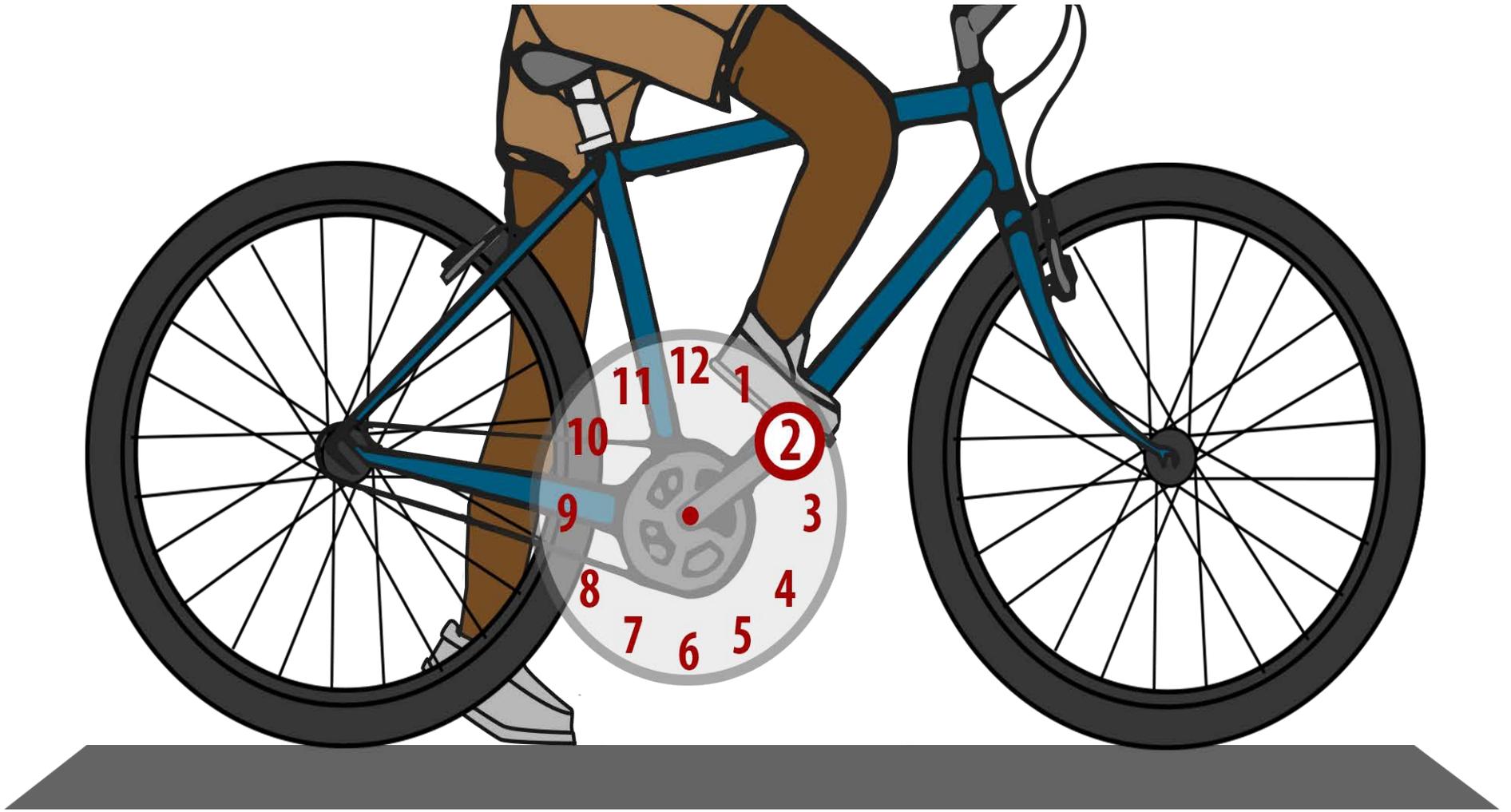


The Power Pedal

The Power Pedal helps to get a quick burst of speed to start the bike's movement safely. The benefit of the Power Pedal is that the momentum it provides riders means they do not have to focus on both balancing and pedaling to start movement. If done effectively, the Power Pedal will give a rider momentum so they can focus on balance, only adding the pedaling motion after they are comfortable with balancing a moving bike. For children who are not very comfortable with the starting motion on the bike, instruct them to perform the Power Pedal and see how far they can roll forward without adding any pedaling. Once they are comfortable with this motion, they should find it much easier to add pedaling once they are already moving and balanced.

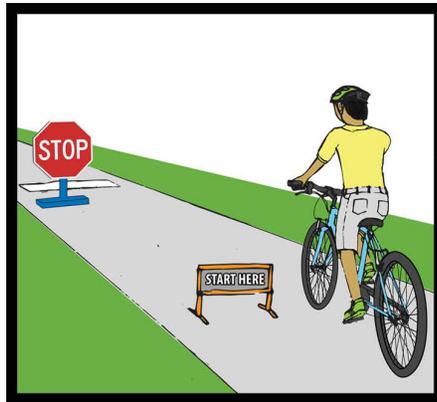
- To perform the **Power Pedal**, put one foot on the ground and the other foot in the 2 o'clock position on the pedal.
- After looking left-right-left to make sure there are no cars, bikes, or people coming, **push off the ground with your foot and push down on the pedal with the other foot at the same time.** (pg. 68)

Power Pedal



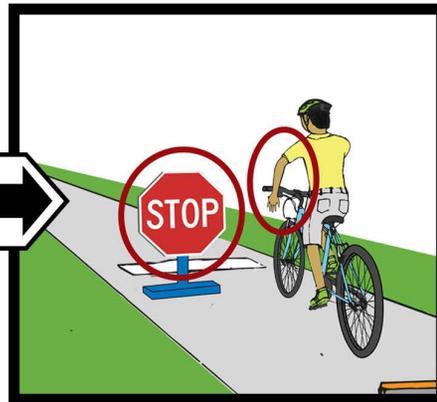
Power Pedal Drill

1



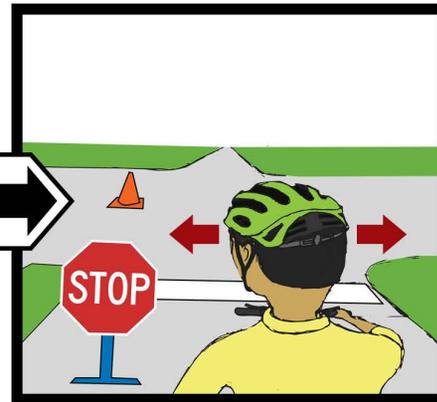
POWER PEDAL TO START

2



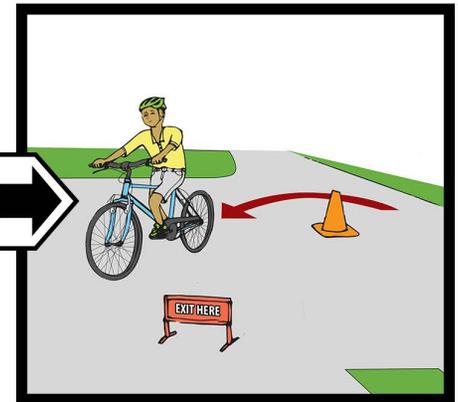
STOP AT STOP SIGN

3



LOOK LEFT-RIGHT-LEFT

4



POWER PEDAL TO RETURN



Station 6: Bike Rodeo Scanning and Signaling Drills

Station 6 Overview

- Bike Rodeo 2 • Scanning • Signaling • Scanning and Signaling

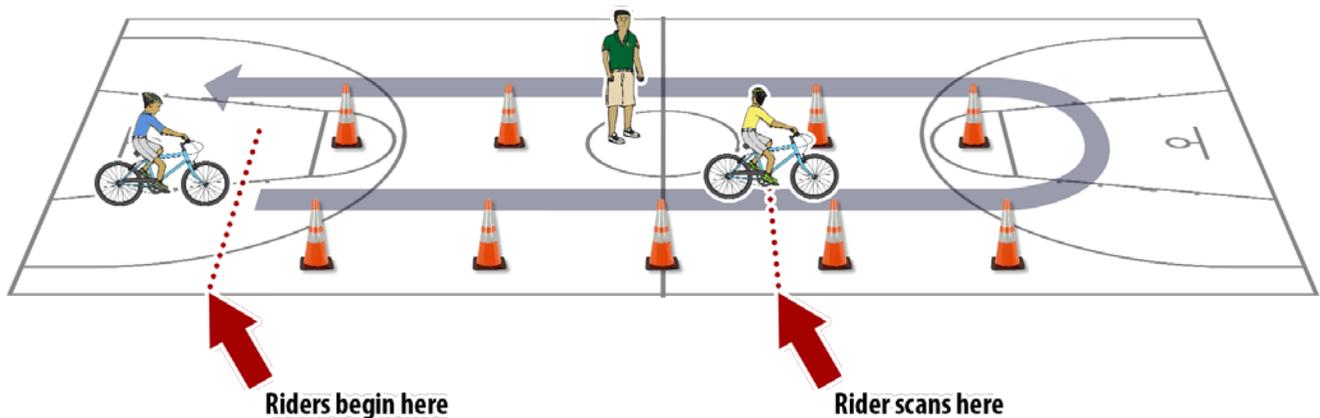
This on-bike drill should be done **after** the completion of the start and stop bike rodeo station. Use the visuals on **pages 74-83** to help the children understand each step of this station.

Instructors should demonstrate each portion of this station before the children attempt it!

1) Scanning

- Arrange the station with cones or flags as shown in the image below.
- Explain to children that they will be moving through the course to practice scanning behind them to check for hazards before turning or changing their path.
 - See **page 74** for the visual schedule.

- *This station is going to be a little more challenging than the last.*
- *You'll practice **scanning** over your left shoulder.*
- *When you pass me, look back while maintaining a straight line, look forward, turn the bike, and return to start.*





Station 6: Bike Rodeo Scanning and Signaling Drills

Station 6 Overview

- Bike Rodeo 2 • Scanning • Signaling • Scanning and Signaling

This on-bike drill should be done **after** the completion of the start and stop bike rodeo station. Use the visuals on **pages 74-83** to help the children understand each step of this station.

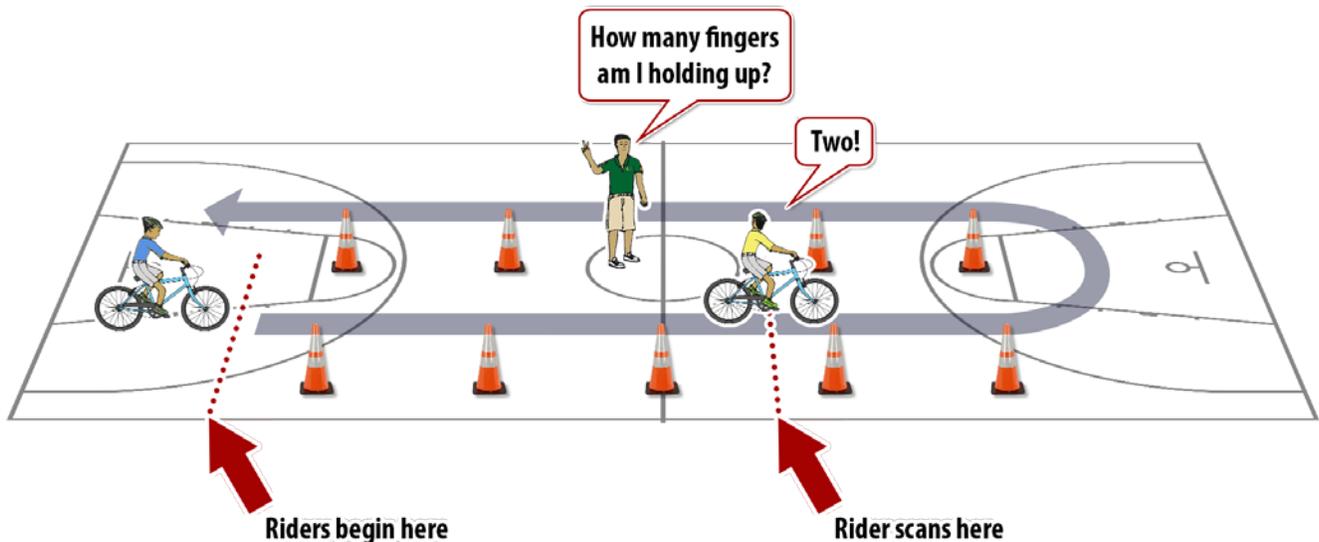
Instructors should demonstrate each portion of this station before the children attempt it!

1) Scanning, continued

- Once all the children are comfortable with scanning, explain that they will now be looking back to see how many fingers are being held up, then yelling out the number. See **page 75** for the visual schedule.

- This time, after you pass me, you will look back and call out the number of fingers I am holding up, while maintaining a straight line.
- Then, you will look forward, turn the bike, and return to start.

- Repeat the drill until all children are comfortable with the skill and can maintain a straight line while scanning and calling out.





Station 6: Bike Rodeo Scanning and Signaling Drills

Station 6 Overview

- Scanning • Signaling • Scanning & Signaling

This on-bike drill should be done **after** the completion of the start and stop bike rodeo station. Use the visuals on **pages 74-83** to help the children understand each step of this station.

Instructors should demonstrate each portion of this station before the children attempt it!

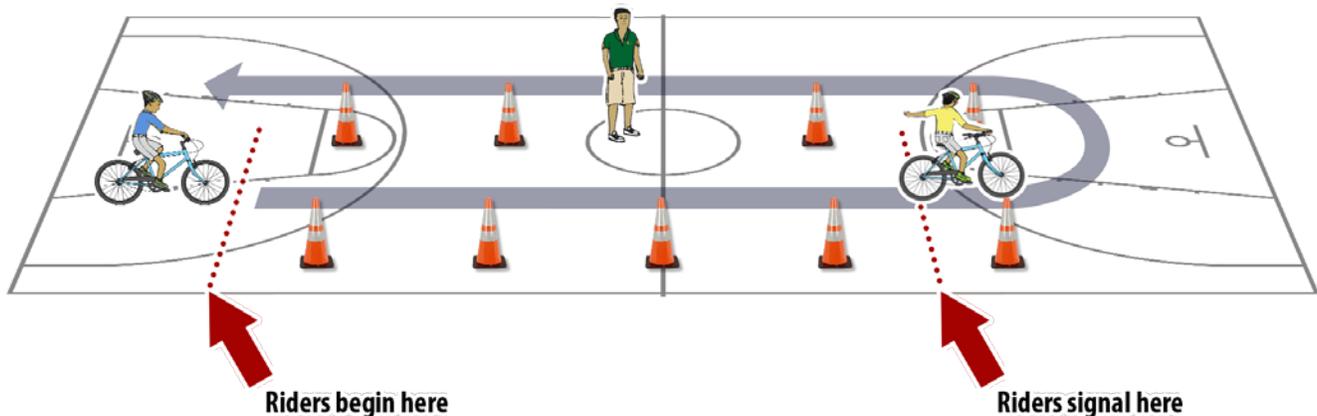
2) Signaling

- Arrange the station with cones or flags as shown in the image below.
- Explain to children that they will be moving through the course to practice signaling before turning.
- Explain the signaling activity that children will now be practicing. For now, children are **NOT** expected to scan before turning. See **page 76** for the visual schedule.

- *Why is it important to signal while on the bike?*

- ✓ By signaling we make ourselves more **predictable**, and thus safer.
- ✓ By signaling we are able to let others know whether we are turning **left, right, slowing down, or stopping**.

- *You are going to **make a left turn** at the very last cone.*
- *However, **when you pass me**, you **must signal** that you are turning left.*
- *After you signal, **make your turn with both hands on the handlebars**.*





Station 6: Bike Rodeo Scanning and Signaling Drills

Station 6 Overview

- Scanning • Signaling • Scanning & Signaling

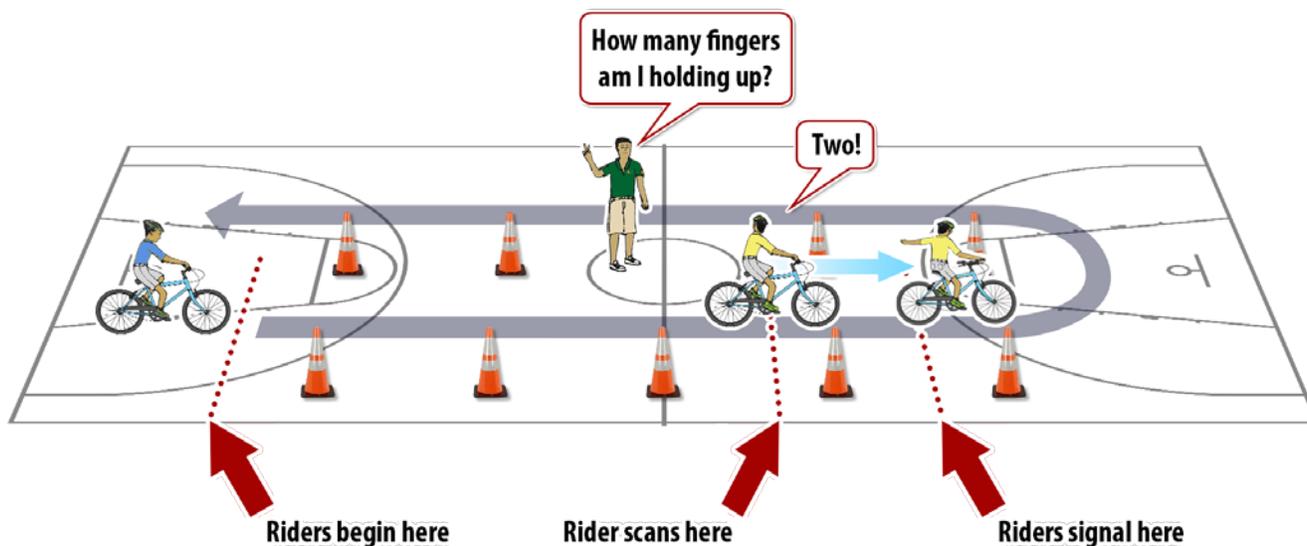
This on-bike drill should be done **after** the completion of the start and stop bike rodeo station. Use the visuals on **pages 74-83** to help the children understand each step of this station.

Instructors should demonstrate each portion of this station before the children attempt it!

3) Scanning & Signaling

- After each child has successfully done the signaling drill many times, have children practice the sequences together, both **scanning behind and calling out the number, then signaling before turning**. See **page 77** for visual schedule and **pages 78-83** for each individual step.

Lastly, we will put it all together and practice **scanning, calling out, signaling, and then executing the turn**.



Scanning

1



ON BIKE



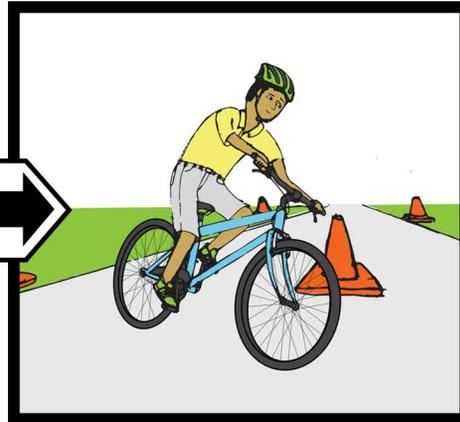
2



LOOK BACK



3



TURN



4



RETURN TO START

Scanning with Calling Out

1

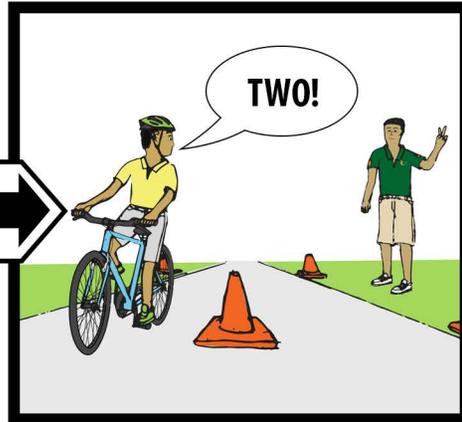
2

3

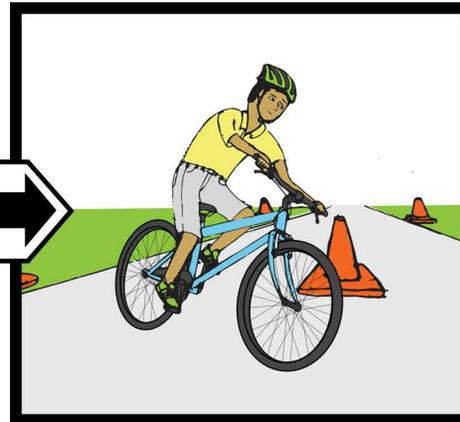
4



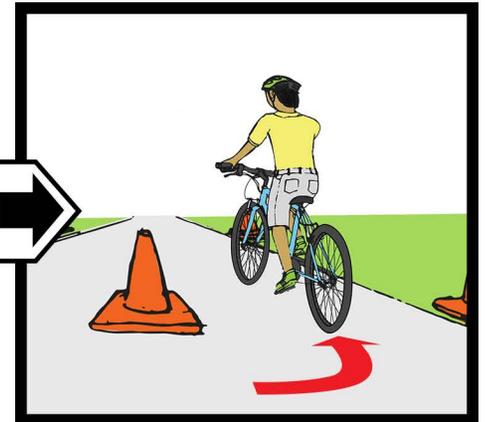
ON BIKE



LOOK BACK AND CALL OUT



TURN



RETURN TO START

Signaling

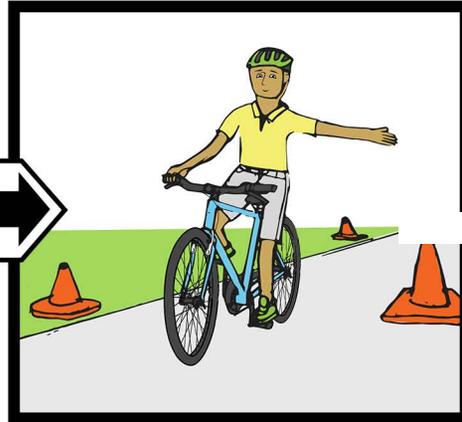
1



ON BIKE



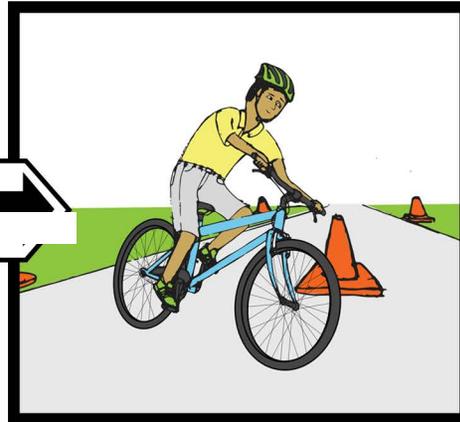
2



SIGNAL



3



TURN



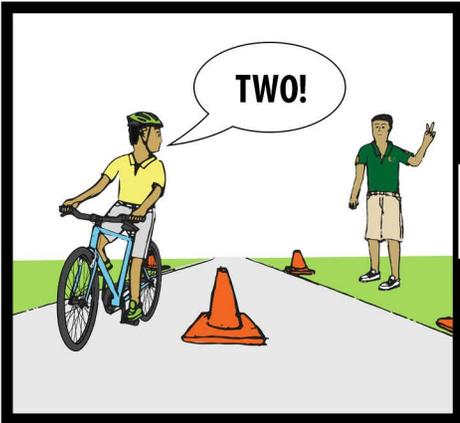
4



RETURN TO START

Scanning and Signaling

1



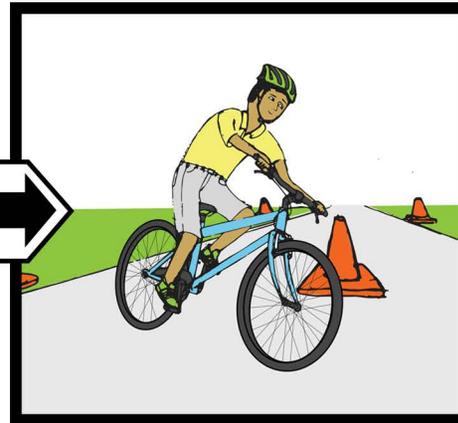
LOOK BACK AND CALL OUT

2



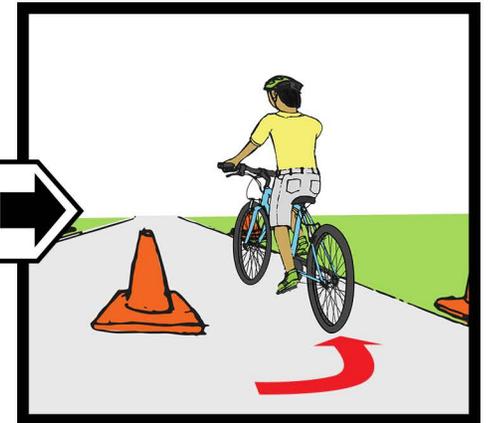
LOOK BACK AND SIGNAL

3

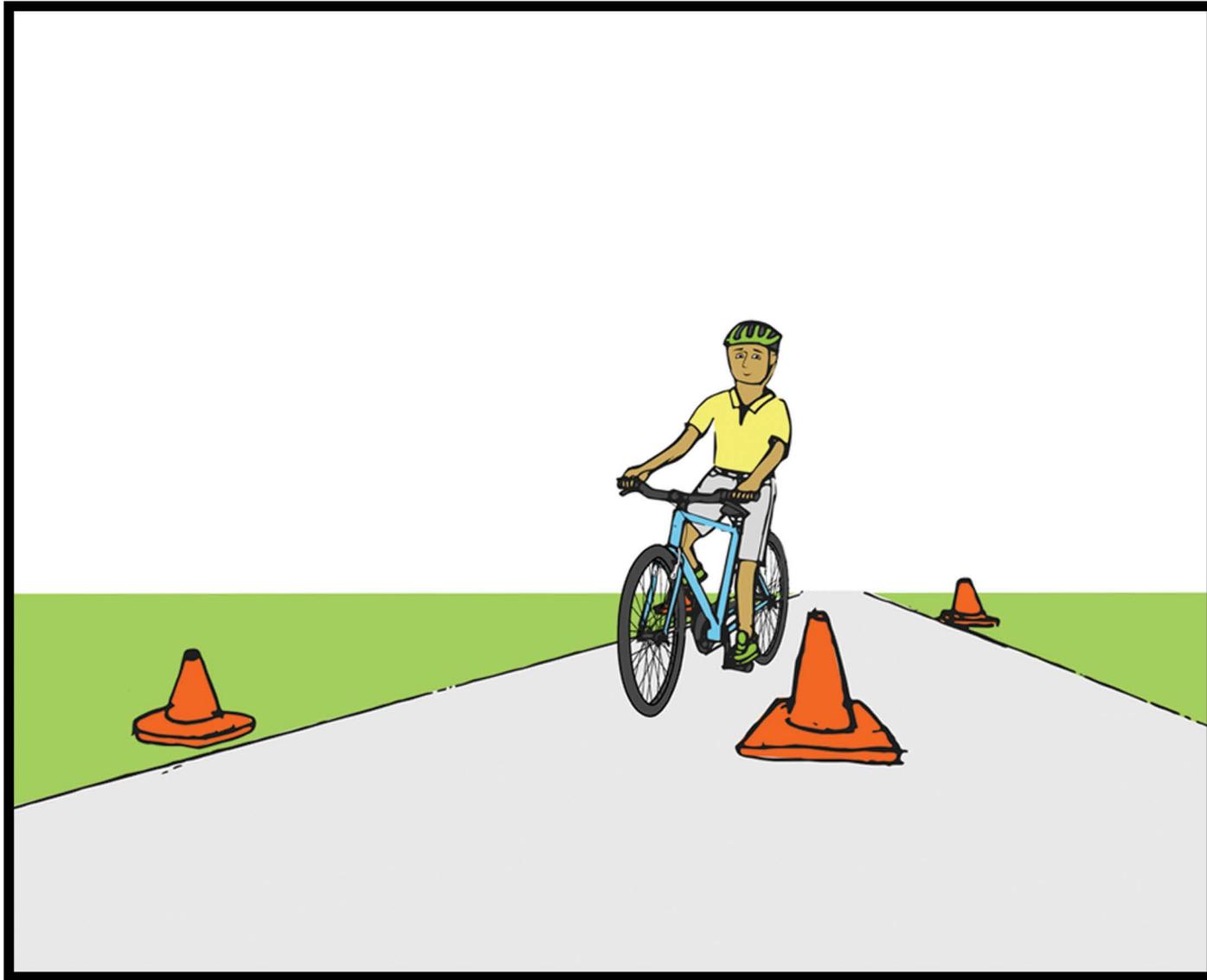


TURN

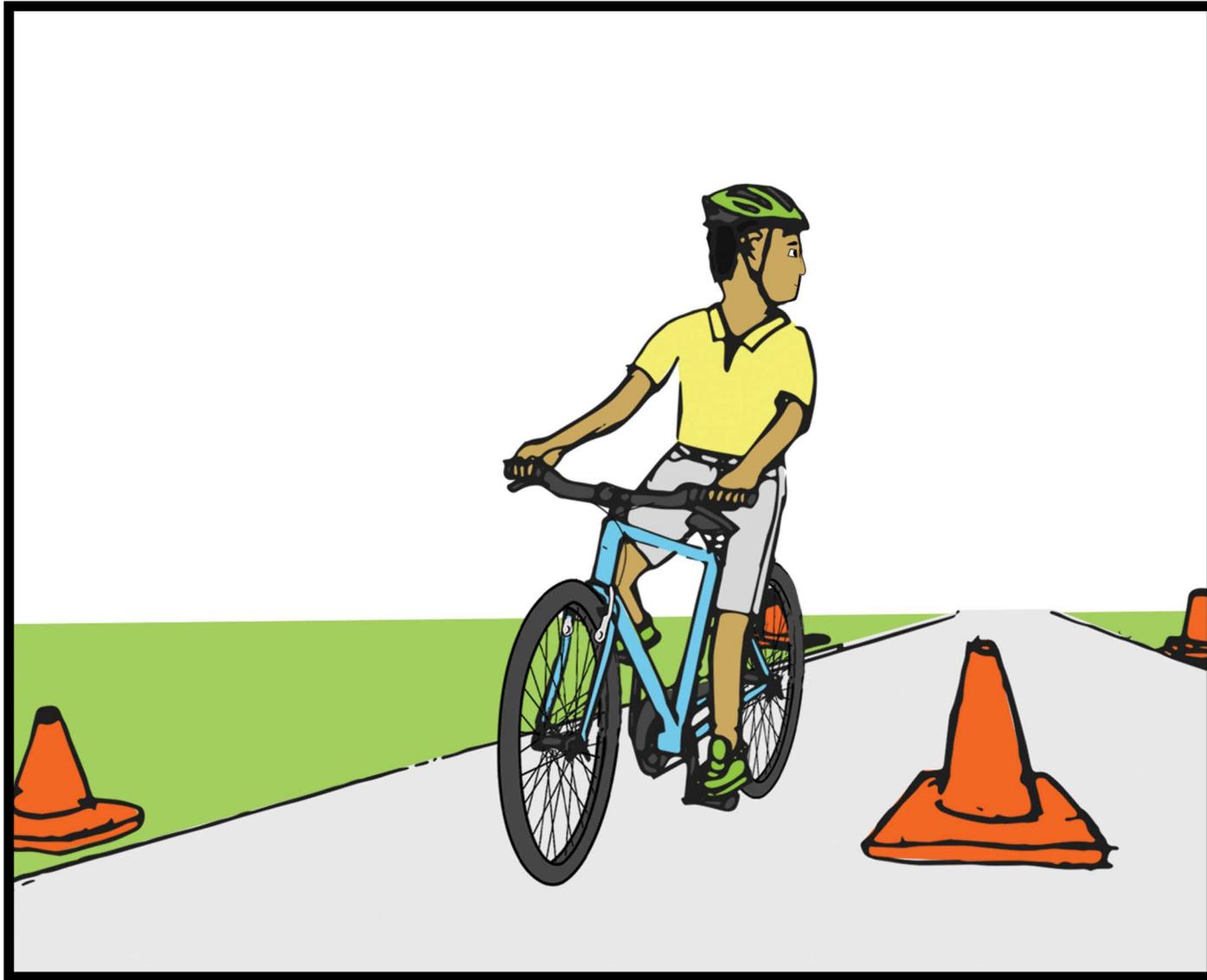
4



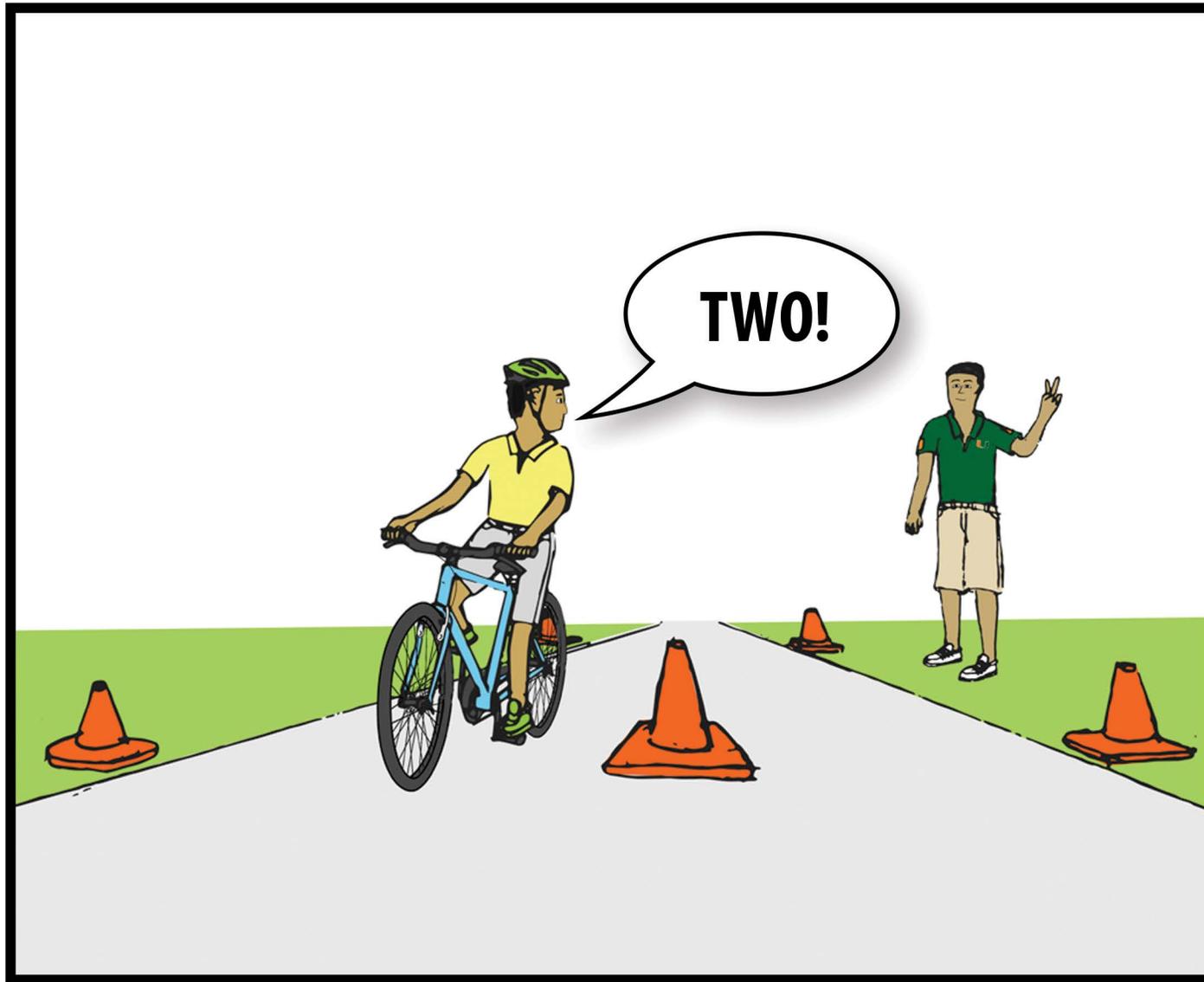
RETURN TO START



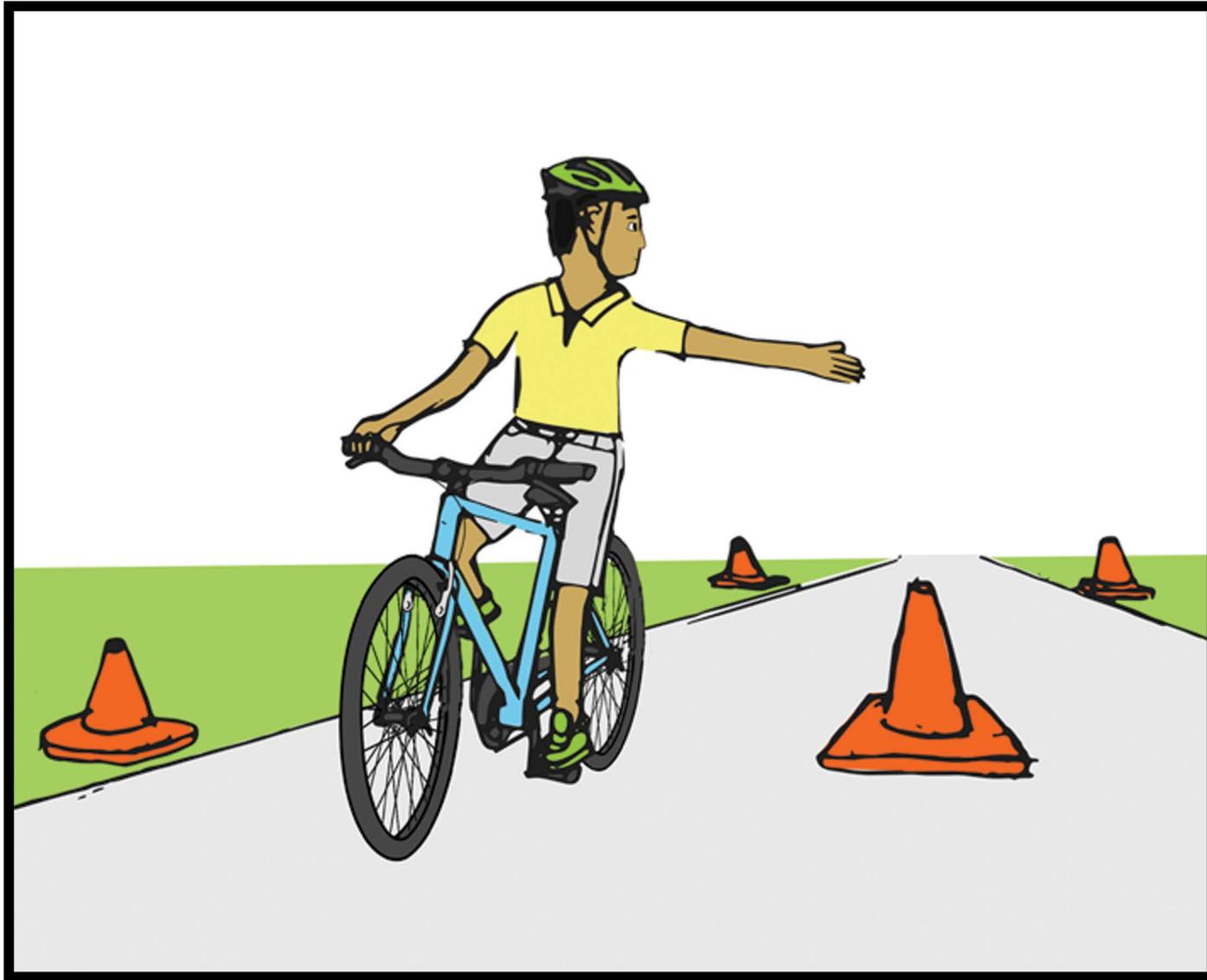
ON BIKE



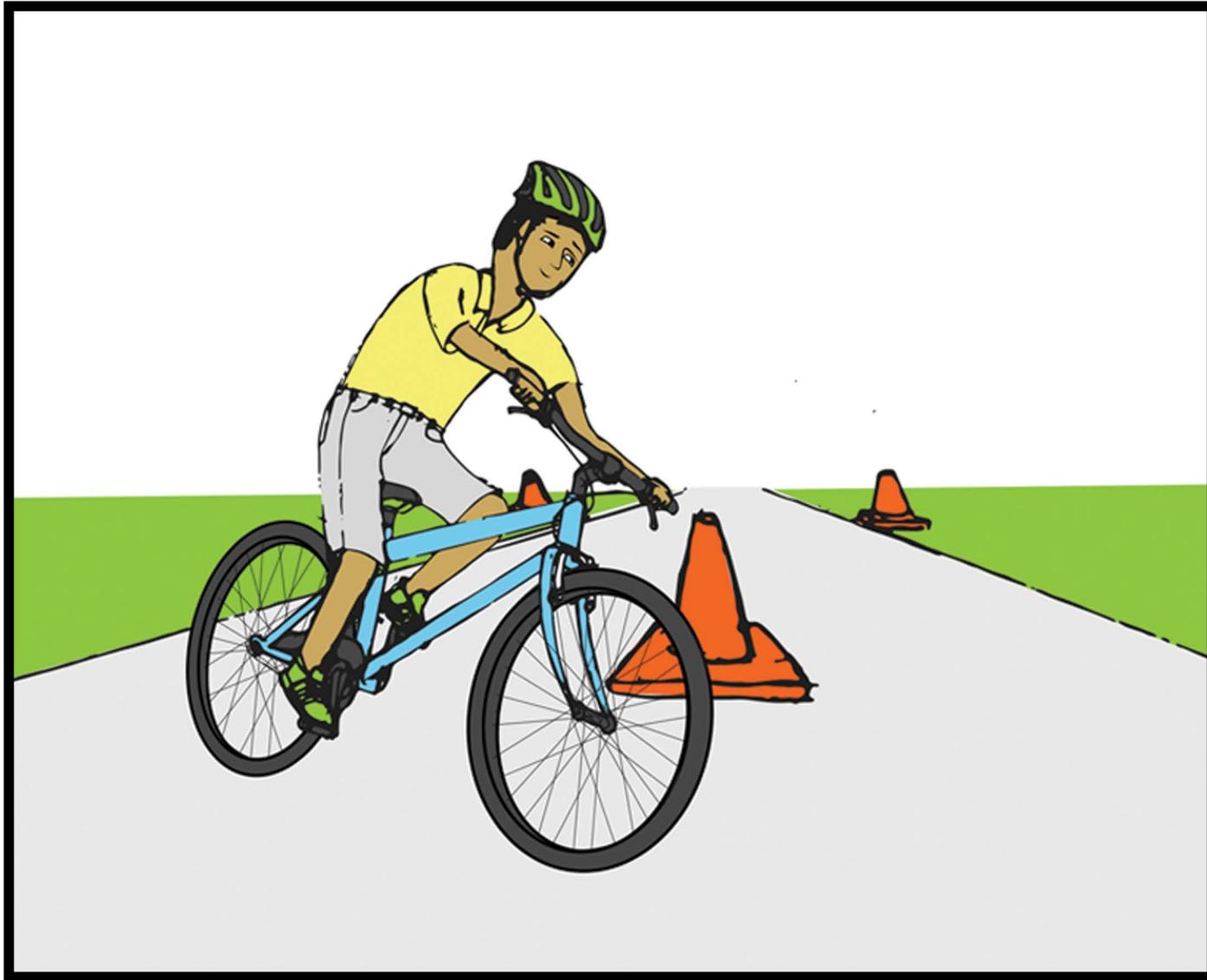
LOOK BACK



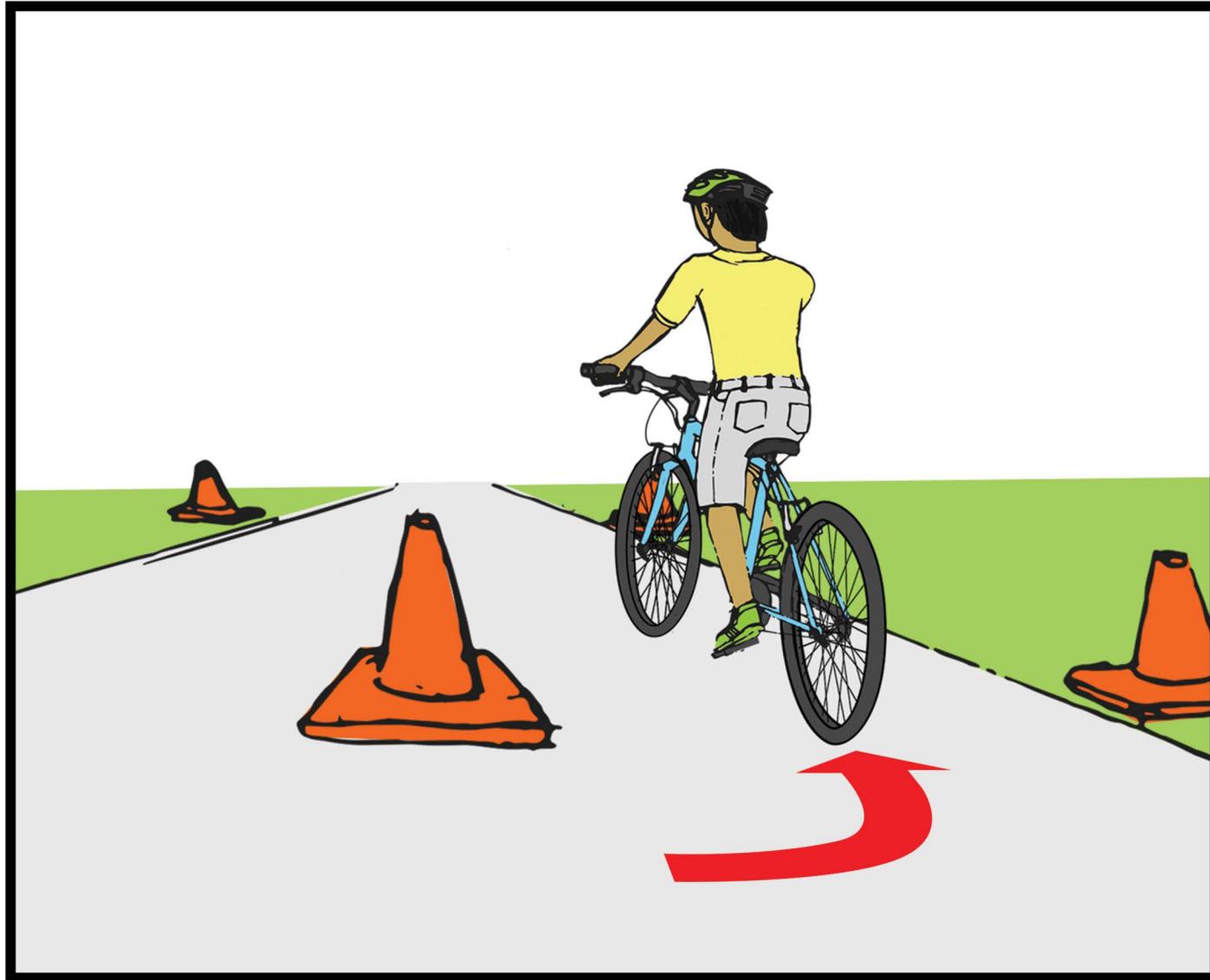
CALL OUT



LOOK BACK AND SIGNAL



TURN



RETURN TO START



Alternate Activity – Obstacle Soccer

This alternate activity should be done when there are not a sufficient amount of bicycles for all the children to use at a single time. This activity teaches children to notice and avoid hazards that are present.

Obstacle Soccer Game

- Explain to the children that a *hazard is something that poses potential danger to a person.*
- Have children name potential hazards to bike riders (*i.e. animals in the road, pot holes, broken glass, rocks in the road, a person riding a bike in the dark with no lights*).

- When riding your bike, there are many things that can present danger to you.
- What do you do if you want to cross a street and you can't see around a tree or parked cars? (Stand up off of the seat, walk the bike to the edge of the tree/parked car, look left-right-left again and cross when clear.)

- Instruct children on the rules of obstacle soccer.

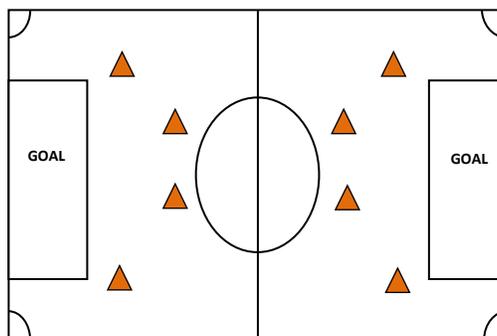
Obstacle Soccer Game Set Up:

1. Place obstacles randomly on the field.
2. Children play soccer game as usual, however they have to pass and dribble around obstacles.
3. If a player kicks the ball and it touches an obstacle, the other team gains 1 point and possession of the ball.
4. Goals count for 3 points.
5. The first team to reach 10 points wins. Then reset the game and play again.

Alternate activity (if no field available)

1. If time or space does not allow for a full soccer game, modify the activity setting up a row of cones each spaced 3 to 4 feet across.
2. Have children dribbling the soccer ball around the cones, which helps them control movement while avoiding obstacles.

Sample Obstacle Soccer Game Set-Up



- *To practice avoiding hazards, we are going to play **Obstacle Soccer.***
- *I will divide you into two teams. You will play a soccer game, but in this game you must be very careful to **control the ball and keep it from touching any of the cones, hurdles, or other objects on the field.***
- *Just as in bicycling, where you have to steer yourself away from hazards in the street, here you must move the ball around and away from hazards on the field.*
- *If you kick a ball into one of these obstacles, the other team gets a point, and possession of the ball.*
- *When you score a goal, it will count for three points. The first team to reach 10 points wins.*

Supplemental Materials

We have provided you with supplemental materials and lessons that can be used to complement the lessons taught in stations 1-6. These materials give children more information and activities that they can complete to become more informed bicyclists.

We have also provided a tip sheet where children and parents can learn additional BikeSafe tips to always be safe on a bicycle.



Supplemental Activity Identifying Hazards Worksheet

Activity Overview

- Road Hazards Introduction • Road Hazards Worksheet • Road Hazards Worksheet Review

Learning Targets:

1. Children will be able to define the concept of a hazard.
2. Children will be able to identify hazards that are present when cycling.
3. Children will be able to respond appropriately to potential hazards while riding.

Materials:

- Writing utensils (1 per child)
- “Identifying Hazards” Worksheet (**pg. 87**)
- “Identifying Hazards” Simple Answer Key (**pg. 88**)
- “Identifying Hazards” Detailed Answer Key (**pgs. 89-90**)

1) Road Hazards Introduction

- Explain the concept of “hazards.” (Something that poses **potential danger** to a person)
- Have children discuss potential hazards in various situations. Have children name potential hazards to bike riders.

When riding your bike, there are many things that can present danger to you. What do you do if you are trying to cross a street and cannot see around a hedge or tree or parked cars? (*Stand up off the seat, walk the bike to the edge of the visual screen, look left-right-left, and cross when clear.*)

2) Road Hazards Worksheet

- Instruct children to complete the *Identifying Hazards* Worksheet on **page 87**. There are **13 potential hazards hidden** throughout the worksheet that they will work to find.
- Children should identify the hazards by circling them on the worksheet.
- Give the children a 5 minute time limit to complete the worksheet.

3) Road Hazards Worksheet Review

- **Review the hazards** together as a large group. Have the children explain how and why each of the 13 items are hazards.

Who can tell me ONE hazard that they found, WHY it is a hazard, and HOW to respond if you were faced with it while riding your bike?

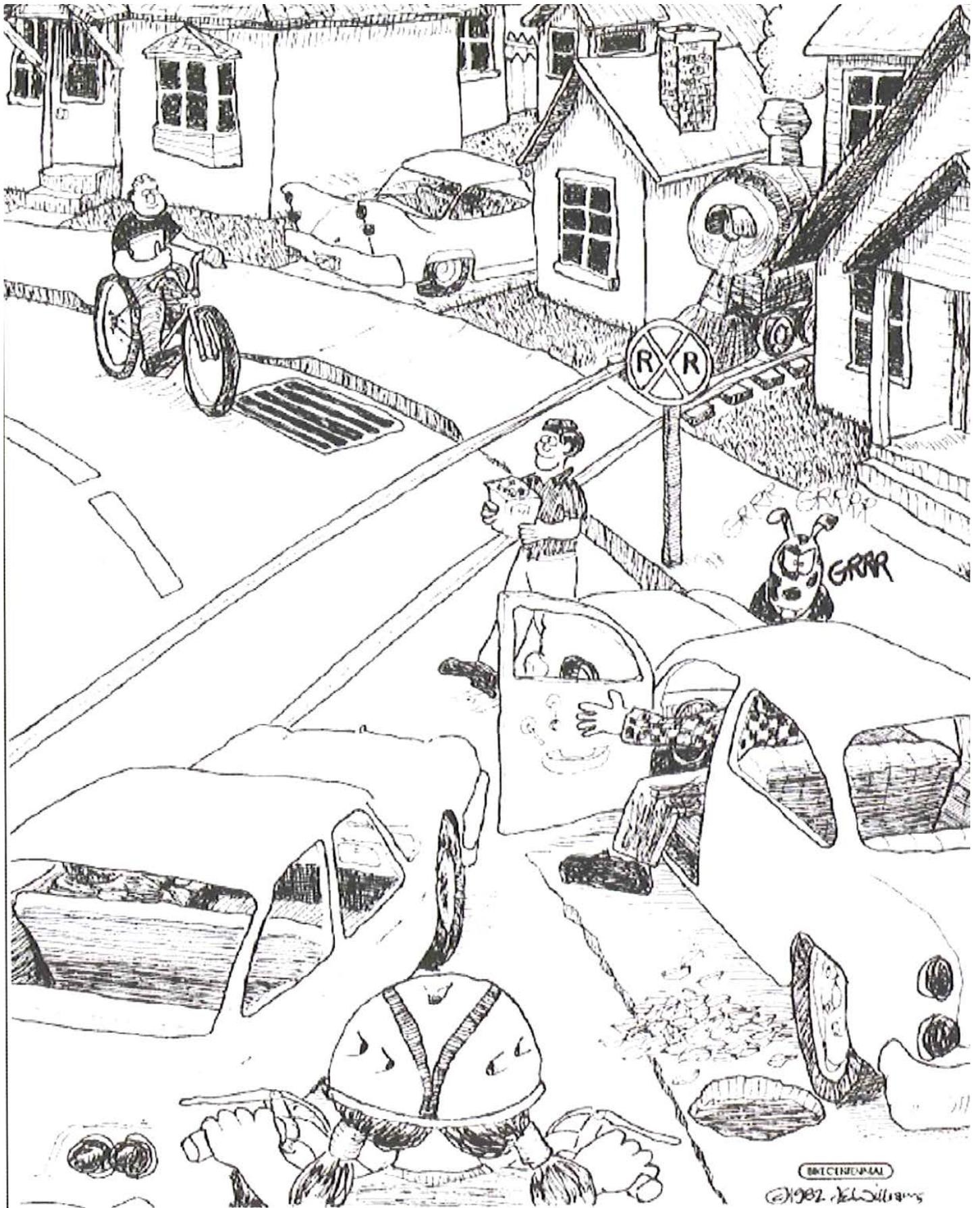
- Refer to the **Simple and Detailed Answer Keys** to help correct the children’s responses and remind the group of important safety considerations.

Important point to emphasize:

It is important to review the detailed answer sheet responses so that your children are aware of *less obvious* dangers and why some of these things might be unexpected dangers.

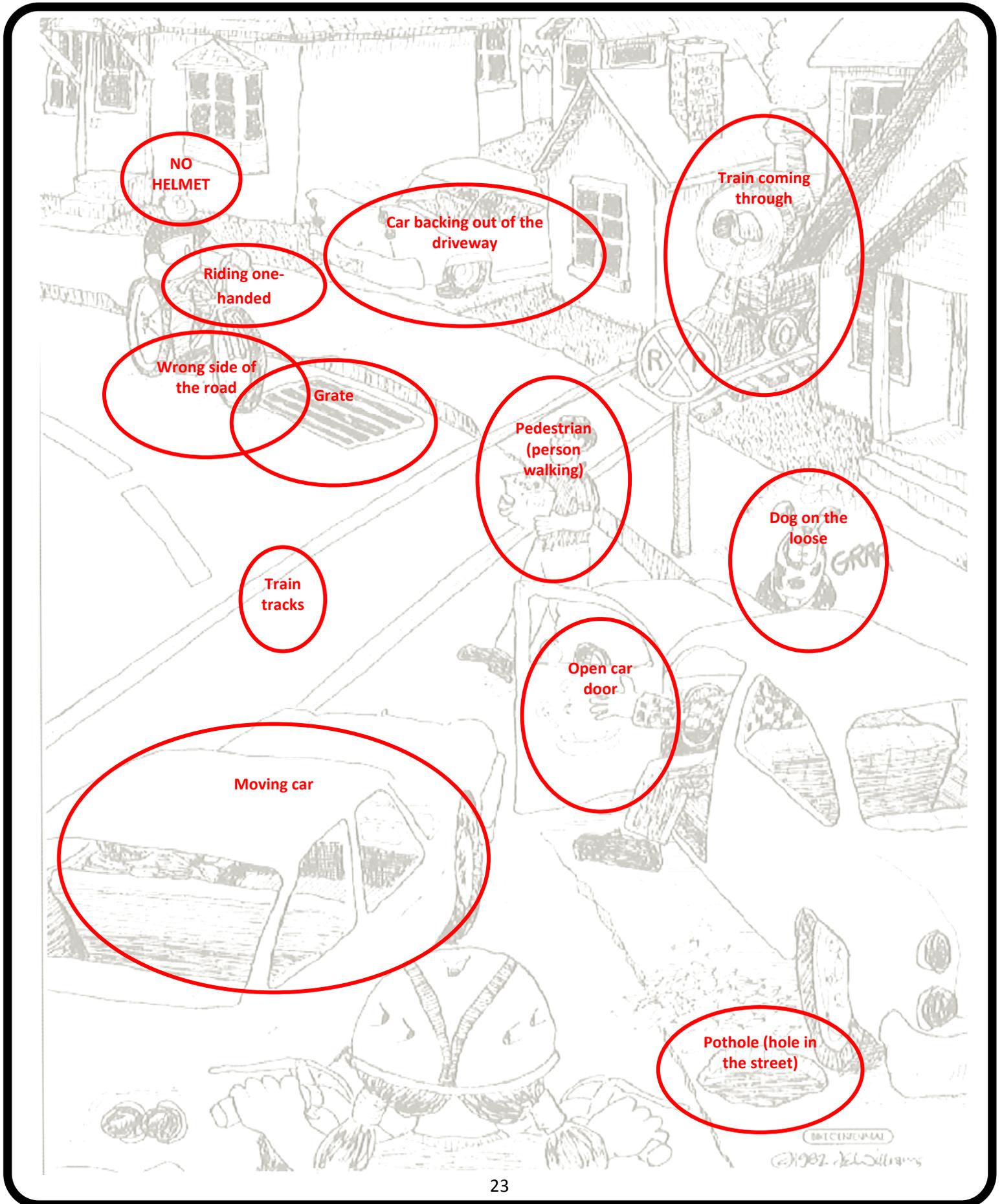
"Identifying Hazards" Worksheet

Directions: Circle all the hazards shown in the picture. Work quickly because you only have 5 minutes!



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"Identifying Hazards" Worksheet Answer Key



Find the Hazards Worksheet - Answers and Explanations

1. Male bicyclist is riding his bicycle against the flow of traffic. The law requires bicyclists to ride with the flow of traffic. This is safer for several reasons:
 - a. Motorists look for and expect all traffic to move in one direction and may not see bicyclists riding the wrong way.
 - b. Traffic signs and lights face traffic flowing in one direction only. Bicyclists going against traffic will be unable to read and follow traffic signs and signals.
 - c. The reaction time of motorists is greatly reduced when bicyclists ride toward vehicles.
2. Male bicyclist is not wearing a helmet. Research shows that up to 90 percent of fatal bicycle crashes are the result of head trauma. A properly worn and certified bicycle helmet cushions and protects the head from injurious impacts with hard surfaces such as asphalt and concrete.
3. Male bicyclist is driving with only one hand on the handle bar. Riding a bicycle with one hand limits the reaction time to hazards and dangerous traffic situations. Bicyclists should always keep both hands on the handle bars except when signaling. Books, packages, and other items should be carried in a backpack or basket.
4. Car backing out of driveway. Bicyclists should stop or slow down at every intersection (including driveways) and watch for traffic. Parked vehicles can begin to move at any time. Look and listen to detect any movement from nearby vehicles. Do not cross in front of or behind an occupied vehicle without communicating your intentions through the use of hand signals and eye contact with the driver.
5. Oncoming train. Stop, look, and listen for oncoming trains and let them pass before crossing the tracks. Use eyes and ears to detect the status of nearby trains. A nearby train will



“Identifying Hazards” Worksheet – Detailed Answer Key 2

typically send a warning whistle and crossing areas are usually marked clearly with flashing red lights and signs.

6. Railroad tracks. When crossing train tracks, either walk or ride your bicycle across with your wheels perpendicular to the tracks to avoid getting tires caught.
7. Pedestrian crossing street with packages. Bicyclists should always be observant of pedestrians. Pedestrians are often unpredictable, as in this example, and sometimes neglect to search for traffic before entering the street.
8. Opened door of parked car. Bicyclists should always scan parked vehicles for passengers who might open doors. When passing parked cars, allow enough room between the bicycle and vehicles to avoid opening doors. Always scan behind for oncoming traffic before swerving into another lane.
9. Loose dog. If a dog approaches while cycling, yell loudly “No!” or “Go home!” and keep control of your bicycle. If the dog threatens to bite or attack, get off your bicycle, put it between you and the dog, and back away slowly. Do not try to outrun or hit the animal.
- 10, 11, and 12. Sewer grate, pot hole, and leaves/debris. Bicyclists need to dodge surface hazards without swerving into the path of oncoming traffic. Bicyclists constantly need to search ahead for obstacles and hazards, steering around or dodging them when necessary.
13. Car crossing the path of the girl bicyclist. Motorists sometimes cross in front of bicyclists and then either stop or slow down to turn. This often occurs when the motorist does not see the bicyclist or misjudges the bicyclist’s speed. Bicyclists must always **BE VISIBLE, BE SEEN**. Wear bright-colored clothing, helmet, reflectors, and lights, especially at night. In high-traffic areas, bicyclists should ride slowly to improve their ability to react to the actions of motorists. Cycle defensively and be prepared to use your brakes at all times.





Supplemental Activity Egg Drop Demonstration

Learning Targets:

1. Children will be able to explain the importance of wearing a helmet.
2. Children will be able to explain how the egg demonstration serves as an analogy for the protected vs. unprotected head.

Materials:

- Eggs (1-2 per demonstration)
- 1 large, clear plastic bag (medium or large trash bag size) or large container
- Styrofoam peanuts (enough to fill bag or large container)
- Cleaning supplies to clean up after the demonstration

Egg Drop Activity



Like an egg, our head is fragile and easy to break so it is crucial that we protect our heads with a properly fitted helmet when riding our bikes.

- Fill a large plastic bag or container with Styrofoam peanuts. Present the container and egg to the children.
- Explain to them that the egg you have is similar to your brain because of its vulnerability.

This egg is just like our heads. Our skulls may feel like they are tough, but they are actually quite fragile, just like the shell of this egg.

- Ask them if they think the egg will survive a sudden fall if it lands in the bag of Styrofoam. Explain to them that the bag of Styrofoam peanuts act like a helmet acts when it protects our brains.

Now recall that we discussed what our helmets are made of – they are made of Styrofoam, with a plastic coating. The Styrofoam acts like a pillow to protect our heads. If I were to drop this egg into this container of Styrofoam peanuts, from about where your head would be if you were riding your bike, would the egg survive?

(Correct answer: Yes, because the Styrofoam is going to act as a buffer, or a pillow, to protect the egg! This is exactly how our helmets work!)

- Drop egg, into Styrofoam, from the height of where the child would be when riding.
- Retrieve egg and inspect it for damage. Comment on the condition of the egg.
- Repeat egg drop. This time, instead of dropping egg into container with Styrofoam, drop egg onto hard pavement.
- Retrieve egg and inspect it for damage.
- Make a connection between the damage done to the egg and potential damage prevented by wearing a helmet.



BikeSafe's Top 10 Tips for Parents

1. Make sure your child wears a helmet! **Many states (including Florida) require by law that children under the age of 16 wear a helmet** when riding a bike. Helmets are the *single most effective way* to reduce head injuries and fatalities resulting from bicycle crashes.
2. Teach your child to **ride in the same direction as traffic** (NOT facing it). When bicycling, we move at much higher speeds than when jogging or walking. Thus, the safest place to ride a bike is always WITH the direction of traffic.
3. Teach your child to **obey traffic signs and signals**. Just like cars, bicyclists need to follow the rules of the road too – which includes yielding to pedestrians and stopping at stop signs and red lights.
4. Teach your child to **STOP and look LEFT-RIGHT-LEFT to ensure that it is clear before pulling out of driveways**. Driveways are a common site of bicyclist-hit-by-car crashes.
5. Teach your child to **scan for cars, to make their presence known to drivers, and to do the proper hand signals** when they want to make a turn on a bike. Weaving in and out of cars (parked or moving) is unsafe; it is a common cause for bicyclist-hit-by-car crashes.
6. Make sure your child is **visible** with bike lights, reflectivity, and light-colored clothing. Reflective tape can be placed on backpacks and reflective bracelets can be worn too. Many states (including Florida) require by law that anyone riding a bike before dawn or after dusk must have a white light on the front of the bike and a red light (actual *lights*, not just reflectors) on the back.
7. Teach your child what it means to ride **predictably**. Your child should be able to ride in a straight line, and look over his/her shoulder to scan for cars without swerving.
8. Teach your child how to **stop and control their speed properly**. Your child needs to learn to stop a bike by using the **brakes**, not by dragging their feet.
9. Before the age of 10, most children do not fully understand how traffic works. Developmentally, they are not able to judge the speed and distance of nearby cars. **Children 9 years old and under should ride on the right side of the sidewalk with caution** and walk, not ride, their bikes across crosswalks.
10. Most importantly, **your child watches YOU!** Remember to **model safe behaviors** when bicycling with your child. Teach by example: wear your helmet, be visible to cars, and ride predictably.

For more information, visit our website: www.ibikesafe.us!





Los 10 consejos más importantes de BikeSafe para los padres

1. Asegúrese que su hijo use un casco. **Muchos estados (incluyendo Florida) exigen que los niños menores de 16 años usen un casco** mientras montan bicicleta. Los cascos son *la manera más efectiva* de reducir las lesiones a la cabeza y las muertes por accidentes de bicicletas.
2. Enseñe a su hijo a **montar en la misma dirección que el tráfico vehicular** (no en sentido contrario al tráfico). Cuando montamos bicicleta, lo hacemos a velocidades más altas que cuando trotamos o caminamos. Por tanto, la manera más segura de montar una bicicleta siempre es manejar EN la misma dirección del tráfico vehicular.
3. Enseñe a su hijo a **obedecer todas las señales y letreros viales**. Al igual que los autos, las bicicletas también necesitan obedecer las reglas de tránsito—que incluye ceder el paso a los peatones y parar en las señales de alto y en los semáforos.
4. Enseñe a su hijo a **PARAR y mirar hacia la IZQUIERDA – DERECHA – IZQUIERDA para asegurarse que el camino está libre antes de salir de las entradas para vehículos**. Las entradas para vehículos suelen ser sitios comunes de accidentes de bicicletas y automóviles.
5. Enseñe a su hijo a **ver si vienen vehículos, darle a conocer su presencia a los conductores y hacer las señales apropiadas para que otros anticipen sus movimientos** cuando quieran virar. Realizar zigzags entre los vehículos (estacionados o en movimiento) es peligroso. Es una causa común de accidentes entre ciclistas y vehículos.
6. Asegúrese que su hijo sea **visible** con reflectores, luces y ropas de colores claros. Se puede poner cintas reflectantes en las mochilas así como usar pulseras reflectantes. En muchos estados (incluyendo Florida), la ley exige que cualquiera que monte en bicicleta antes del amanecer y después del atardecer debe tener una luz blanca al frente de la bicicleta y una luz roja (*Luces*, no solamente reflectores) en la parte trasera de la bicicleta.
7. Enseñe a su hijo el significado de ser **predecible** al montar. Su hijo debe poder conducir en línea recta y mirar hacia atrás sin zigzaguar para ver si vienen vehículos.
8. Enseñe a su hijo a **parar y controlar la velocidad debidamente**. Su hijo necesita aprender a parar la bicicleta usando los **frenos**, no arrastrando los pies.
9. Antes de los 10 años, la mayoría de los niños no entiende completamente cómo funciona el tráfico. Desde el punto de vista del desarrollo, no pueden juzgar la velocidad y distancia de los vehículos cercanos. **Los niños de 9 años y menores deben montar a la derecha en las aceras** y caminar, no montar, sus bicicletas al atravesar los cruces de peatones.
10. Lo más importante, **¡su hijo se fija en lo que USTED hace!** Recuerde ser un **modelo de comportamientos seguros** cuando monte bicicleta con su hijo. Enseñe con el ejemplo: use su casco, sea visible a los autos y monte de manera previsible.

¡Para más información, visite nuestro sitio web: www.ibikesafe.us!



10 pi bon konsèy "BikeSafe" gen pou paran nan afè monte bisiklèt

1. Pa bliye fè pitit ou mete kas bisiklèt nan tèt li! **Anpil Eta mande pou timoun ki poko gen 16 an mete kas bisiklèt nan tèt yo dapre lalwa** lè y ap monte bekàn (**Eta Florid tou**). Kas bisiklèt se *meyè mwayen* moun genyen pou yo redui valè timoun ki pran chòk nan tèt ak timoun ki mouri akòz aksidan bekàn.
2. Montre pitit ou woule bekàn **nan menm direksyon ak sikilasyon machin** (PA nan sans kontrè). Lè n ap woule bekàn, nou deplase pi rapid lontan pase lè n ap fè egzèsis kouri oswa lè n ap mache pou n fè egzèsis. Se sa k fè, kote ki mwen danjere pou moun woule bekàn se toujou **NAN MENM** sans ak sikilasyon machin.
3. Montre pitit ou li dwe respekte **ansèy ak siyal sikilasyon**. Menm jan ak machin nan lari a, siklis yo (*moun ki sou bekàn*) dwe suiv règleman sikilasyon yo tou – règleman tankou, bay pyeton priyorite epi kanpe devan siy estòp ak anba limyè wouj.
4. Montre pitit ou pou li **KANPE epi pou li gade AGOCH-ADWAT epi AGOCH ankò pou li kab sèten pa gen machin nan lari a anvan li sot nan antre kay la al nan lari**. Antre kay se kote ki pi komen pou aksidan kote machin frape moun k ap monte bekàn.
5. Montre pitit ou pou li **gade machin k ap pase, pou chofè yo ka wè li, epi montre l fè siyal li dwe fè ak men li** lè li vle kase koub sou bekàn. Afè pran linèt nan mitan machin, kit y ap deplase kit yo estasyone, se danje; se yon bagay komen ki lakòz aksidan kote machin frape siklis.
6. Se pou w sèten pitit ou parèt **vizib**; sèvi ak materyèl ki reflekte limyè, limyè, ak rad koulè klè. Ou ka kole tep ki reflekte limyè sou sakado epi pitit ou ka mete braslè ki reflekte limyè nan ponyèt li tou. Anpil Eta (Florid tou) mande dapre lalwa pou tout moun k ap monte bekàn anvan solèy leve oswa apre solèy kouche, yo dwe gen yon limyè blan devan bekàn nan ak yon limyè wouj (*limyè toutbon*, pa reflektè) dèyè bekàn nan.
7. Montre pitit ou sa sa vle di monte bekàn ak prekosyon. Pitit ou ta dwe anmezi woule bekàn an liy dwat epi gade sou zepòl li pou l wè di pa gen machin k ap vini san l pa fè oken zigzag nan lari a.
8. Montre pitit ou kouman pou l **frennen epi kontwole vitès li kòm sadwa**. Pitit ou bezwen aprann sèvi ak fren bekàn nan pou l kanpe bekàn nan, fò l pa trennen pye l atè pou l frennen bekàn nan.
9. Anvan laj 10 an, pi fò timoun pa fin konprann nèt kouman trafik la mache. Sou plan devlopman, yo pa kab imajine vitès ak distans machin ki pre. **Timoun 9 an ak SA ki pi piti ta dwe woule bekàn sou bò dwat twotwa a ak prekosyon** epi yo ta dwe mache ak bekàn yo nan mitan tras pou travèse lari yo, men yo pa ta dwe travèse lari sou bekàn.
10. Sa ki pi enpòtan an sèke **pitit ou ap suiv OU!** Pa bliye **trase bon egzanz pou pitit ou** lè w ap monte bekàn avè li. Trase bon jan egzanz pou pitit ou: mete kas bisiklèt nan tèt ou, fè machin wè w, epi woule bekàn san w pa fè kout gidon dwòl sanzatann.

Pou plis enfòmasyon ale sou sit wèb nou an: www.ibikesafe.us!