WISCONSIN BIKE FED BIKE DRIVER'S ED& WALKING WISDOM 2ND EDITION



2ND EDITION UPDATES

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The Bike Driver's Ed & Walking Wisdom curriculum was created by the Wisconsin Bike Fed in 2005 as part of the Milwaukee Public Schools Safe Routes to Schools Pilot Program.

The second edition of the curriculum included is informed by thousands of teaching hours. One of the changes is the removal of lane positioning using lane positions 1, 2 and 3 because we found the concept not only confusing to students, but also not applicable to the streets that students will most often ride on: residential streets narrowed on each side by parked cars. Second, we restructured the Right of Way lesson and materials to be in line with Wisconsin law which dictates who must yield. With this new emphasis on yielding instead of who goes first, students are taught to be defensive bikers. Additionally, nearly all of the diagrams, visual aids and worksheets, including the test, have been updated to allow for better student comprehension. Overall, we feel that that the changes made in this second edition will allow students greater understanding of the program's core objectives and ultimately improve their safety while biking.



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- League of American Bicyclists—Bike Ed Program
- Maryland State Highway Administration—Maryland Pedestrian and Bicycle Safety Education Program
- WisDOT—Teaching Safe Bicycling Program

Collaboration and support from the following organizations has also been key to implementation of the Milwaukee's Safe Routes to Schools Pilot Program and the development of the Bike Driver's Ed and Walking Wisdom curriculum:

- Friends of the Hank Aaron State Trail
- Milwaukee Public Schools
- Milwaukee Police Department
- Milwaukee Department of Public Works
- National Highway Transportation Safety Administration
- Tawani Foundation
- Wisconsin Office of Justice Assistance
- Wisconsin DNR
- WisDOT Bureau of Transportation Safety

The Bike Driver's Ed & Walking Wisdom curriculum may used in whole or in part for non-profit uses, with credit given to the Wisconsin Bike Fed.

For copies of the curriculum or questions regarding the Wisconsin Bike Fed's Safe Routes to School program, contact:

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INTRODUCTION

SAFE ROUTES TO SCHOOL PROGRAMS

Ask a group of children, "Why do you like to ride bikes or walk?" and you will get many answers. The diversity of the responses underscores the many benefits of walking and biking and as a result, the importance of teaching safe walking and bicycling to children.

By encouraging walking and bicycling we are able to change the alarming trend of childhood obesity. Kids deserve opportunities for physical activity and to be taught the skills needed to lead healthy lifestyles. The Bike Driver's Ed and Walking Wisdom curriculum addresses this issue by not only teaching students how to be safer bicyclists and pedestrians, but also why active transportation is important and beneficial.

While the Bike Driver's Ed and Walking Wisdom curriculum may be used as a stand alone education program, it is most effective when combined with a larger Safe Routes to School program that involves not only education, but also encouragement, engineering, and enforcement elements. For example, if resources are available, schools may consider improving bike parking, participating in an event like International Walk & Bike to School Day, and implementing an audit of the bicycle and pedestrian facilities surrounding the school to guide further safety improvements.

LOCAL LAWS

The Bike Driver's Ed & Walking Wisdom curriculum was designed for use in Milwaukee and was therefore based on the Wisconsin State Vehicle Code and Milwaukee Municipal Code. If utilizing this curriculum outside of Milwaukee, it is essential to research the local laws that pertain to bicyclists and pedestrians in your area as state and city laws can vary greatly. Some of the most essential legal issues to consider include:

- Are bicycles considered vehicles in your area?
- What type of right hand signal is permitted in your area?
- Is it legal for children and/or adults to bike on the sidewalk?
- Does your state have laws pertaining to helmet use?

TARGET AUDIENCE & ADAPTABILITY

Bike Driver's Ed is a ten hour program designed for fifth and sixth graders. The tenth day of the curriculum is included as a "flex day" and allows the program to be adapted for inclement weather and shortened school schedules. A list of activities that may be included on the tenth day is included in the Appendix under Additional Lessons. Furthermore, the Wisconsin Bike Fed has had great success offering the program in the summer at Community Learning Centers. In this case, the program meets for two weeks and daily lessons are extended to three hours each day. This allows students to progress through the curriculum rapidly and enjoy neighborhood bike rides throughout the City of Milwaukee which reinforce core objectives though hands-on learning.

Walking Wisdom is a two to three hour program and may be adapted for students ranging from kindergarten through fourth grade by varying the vocabulary used within each section.

IMPLEMENTATION

Bike Driver's Ed and Walking Wisdom programs are successful because they combine classroom lessons with outside practice. Each program is designed to be taught with a minimum of two instructors during inside days and three instructors during outside days, though teachers must also help to supervise students during the outside portions of the curriculum. Additionally, a class size between six and twenty students is recommonded, while the class size should not exceed thirty. Additional implementation tips include:

- Instructors should set a good example by walking, biking, or busing to work.

- Connect the concepts being learned in class with real-world scenarios to assist comprehension.

- Be mindful of the location chosed for on-street activites. Where will students be able to form a line? Will school buses be cueing in this location? Do vehicles follow the speed limit and traffic laws in this area? Are there other hazards present?

- Instructors should carry cell phones, first aid kits, a basic set of tools, patch kit and pump at all times. 2-way radios are also helpful.



BIKE DRIVER'S ED



BIKE DRIVER'S ED OBJECTIVES

- Students will understand the use of a bicycle for transportation.
- Students will identify the hazards most common to their age group and understand the actions needed to avoid crashing.
- Students will understand the importance of helmets in reducing brain injury and know how to properly fit and adjust a bike helmet.
- Students will demonstrate a variety of skills needed for safe biking including riding in a straight line and braking.
- Students will learn about a variety of bicycle facilities including bike paths, bike lanes and bike routes.
- Students will assess a bike for safety and overall fit, and identify basic bicycle parts.
- Students will learn and apply the Rules of the Road while biking.
- Students will understand and demonstrate correct turning protocol.
- Students will utilize hand signals for braking and turning.
- Students will learn to safely enter the street with their bike.
- Students will learn when to look left-right-left for cross traffic and when to look over their left shoulder for approaching vehicles.
- Students will learn basic Right of Way rules and understand traffic signs, traffic signals, uncontrolled and controlled intersections.
- Students will use basic map skills to plan safe biking routes.



BIKE DRIVER'S ED REQUIREMENTS

SCHOOL REQUIREMENTS

- Teacher or faculty supervision during outdoor activities.
- 20 students per class with a maximum number of 30.
- Secure, indoor bike storage for duration of the program.
- Playground area large enough to conduct bike handling activities.
- Residential street near the school for on-street activites.

OUTSIDE EQUIPMENT

- Bikes (one per student is preferred, though students may share with a partner)
- Helmets (one per student)
- Helmet storage bags
- 10 traffic cones (collapsible)
- 4 tennis ball halves
- 12" x 12" piece of 1" foam
- 12 sticks sidewalk chalk
- 3 whistles*
- Bike pump*

INSIDE MATERIALS

- 2 permanent markers
- Variety of dry erase markers
- 20 extra pencils
- 2 rolls of masking taps
- Pre-Test
- Post-Test
- Permission Slips
- Team Contract
- Commuter Survey
- Class Roster
- Bike Safety Certificates
- Dream Bike worksheet
- Biking Hazards worksheet
- Rules of the Road worksheet

- Allen key set*
- Adjustable wrench*
- Patch kit*
- Basic first aid kit with non-latex gloves*
- 3 Two-way radios* (helpful but not necessary)

*Instructors should carry these items with them for duration of outside classes.

- Riding in the Road worksheet
- Right of Way worksheet
- Bike Parts worksheet
- Mapping worksheet
- Brain visual aid
- Traffic sign visual aids
- Intersection visual aid
- Mapping visual aid





BIKE DRIVER'S ED OUTLINE

1 INTRO TO PROGRAM & PRE-TEST (INSIDE)

- Intro to Program
- Commuter Survey
- Pre-Test
- Reasons to Bike
- Biking for Transportation

2 HAZARDS & HELMETS (INSIDE)

- Commuter Survey
- Team Name & Contract
- Hazards
- Helmets

3 BIKE HANDLING SKILLS I (OUTSIDE)

- Commuter Survey
- Bike Fit
- ABC Quick Check
- Ready Position
- Riding Straight & Braking
- Hand Signals & Looking Left-Right-Left

BIKE HANDLING SKILLS II (OUTSIDE)

- Commuter Survey
- Looking Over Left Shoulder
- Hazard Avoidance
- Riding Slow

5 RULES OF THE ROAD (INSIDE)

- Commuter Survey
- Rules of the Road
- Biking in the Road





DAY 1: INTRO TO BIKE DRIVER'S ED

🔊 INSIDE (60 minutes)

INTRODUCTION TO BIKE DRIVER'S ED

- 1. Introduction of instructors and the Bike Fed.
- 2. Explain goals of Safe Routes to School programs:
 - To help students to develop an interest in walking and biking.
 - To increase the safety of students by teaching best practices for walking and biking and focusing on the scenarios of highest crash rates.
 - To help students understand the importance of active lifestyles to maintain health and fitness.
 - To help students understanding the environmental benefits of non-motorized transportation.
- 3. Bike Safety Certificates & Helmets:
 - Students who participate each day and complete assignments will receive a Bike Safety Certificate and helmet at the end of the program.

4. Discuss additional SRTS activities that may be happening at the school (ie. Bike Club, Walk & Bike to School Day).

COMMUTER SURVEY

1. Explain that the survey will be used to measure the number of students walking and biking during the program.

2. The goal is to see an increase in the number of students walking and biking.

- Ask who walked to school or will be walking home.
- Ask who biked to school or will be biking home.
- Ask who rode the bus to school or will bus home.
- Ask who was driven to school or will drive home.
- 3. Record the responses on the Commuter Survey.

4. Post survey in the classroom to be filled out at the beginning of each class.



OVERVIEW

- Intro to Program
- Commuter Survey
- Class Roster
- Pre-Test
- Reasons to Bike
- Biking for Transportation

OBJECTIVES

Students will understand the use of a bicycle for transportation.



MATERIALS

- Permission Slips
- Class Roster
- Commuter Survey
- Pre-test
- Extra pencils
- Dry erase markers
- Dream Bike worksheet

CLASS PREP

 Attain a class list from each teacher before the start of class and copy the student names to the Program Roster.

CPRE-TEST

- 1. Explain the purpose of the Pre-Test:
 - Compared with scores from the Post-Test to see how much students learned.
- 2. Administer the **PRE-TEST**.
 - Encourage students to answer all the questions.
 - Assure students that they are not expected to know the material on the test and they will not receive a grade on the results of the Pre-Test.

- Read test aloud to students when necessary, otherwise do not assist students with the test.

3. **DREAM BIKE WORKSHEET** may be given to students as they complete the test.

REASONS TO BIKE

- 1. Have students **BRAINSTORM** all the reasons people bike.
- 2. Fun:
 - Discuss the various types of biking–racing, BMX, etc.
- 3. Transportation:

- Trips made for transportation like getting to work or school are called commutes.

- Class will focus on bike commuting.
- 4. Save Money:
 - Bikes do not require gasoline, insurance nor registration.
 - Maintenance and repairs are less expensive.
- 5. Environment:

- Bike commuting is good for the environment because bicycles do not pollute.

- Air pollution from vehicles contributes to asthma and climate change.

- 6. Exercise:
 - Kids and adults need to exercise at least one hour a day.
 - Bike commuting is an easy way to incorporate exercise into your daily routine.
- 7. Independence:
 - Students are able to get places on their own by using a bike.
 - Ask students to list some places they would like to bike.

E

BIKING FOR TRANSPORTATION

1. Using a vehicle for transportation between work, school or any trip made routinely is considered a commute trip.

2. When bicycles are used for transportation like this, it is known as bike commuting.

- **Bicycle commuting** is the use of a bicycle to travel from home to a place of work, study or any trip made routinely.

3. Just like a bus and car, a bicycle is also considered a vehicle

when it is used for transportation.

4. Bike commuters ride their bike in the street and have to follow all of the same traffic laws or "rules of the road."

- Following the rules of the road helps to keep bike commuters safe by staying visible and being predictable.

5. **BRAINSTORM** some of the rules of road that will be discussed later on in the curriculum but do not go very in-depth at this time.

- Riding in the road or on bike paths.
- Riding in the same direction as traffic.
- Obeying all traffic signs and traffic signals.

6. Summary: this program is about how to use bicycles for transportation and as such, it will be focusing on all the traffic laws and skills a bike commuter needs to know to bike safely.

HOMEWORK

1. DREAM BIKE WORKSHEET:

 Students will draw a picture of their bike or their dream bike then write a short description answering the question, "Why do you like biking?"

- Explain that this worksheet will function as their folder for the duration of the class.

- 2. Permission Slips:
 - Students must turn in permission slips in order to bike!

3. Team Name:

- Students will choose a Team Name during the next class.
- Encourage students to start thinking of names.





OVERVIEW

- Commuter Survey
- Team Name &
 Contract
- Hazards
- Helmets

OBJECTIVES

Students will identify the hazards most common to their age group and understand the actions needed to avoid crashing.

Students will understand the importance of helmets in reducing brain injury and know how to properly fit and adjust a bike helmet.

DAY 2: HAZARDS & HELMETS

🛞 INSIDE (60 minutes)

COMMUTER SURVEY

- 1. Conduct Commuter Survey:
 - Ask who walked to school or will be walking home.
 - Ask who biked to school or will be biking home.
 - Ask who rode the bus to school or will bus home.
 - Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

COLLECT HOMEWORK

- 1. Choose a few students to share the bike they drew on the Dream Bike worksheet.
- 2. Explain that this worksheet will be used as a folder for each student.
 - Folders will be collect at the end of each class.
 - All student work will be stored in the folder.
 - Folders will be returned at the end of the program with all of the class material and homework.

3. Remind students that those who complete all the assignments and participate in activities will receive a Bike Safety Certificate and helmet at the end of the program.

TEAM NAME & CONTRACT

- 1. Have students **BRAINSTORM** a Team Name for their class.
- 2. Explain purpose of a Team Contract.

- Just like a members of a sports team, we're going to come up with a contract of items we think will help create a safe and fun learning environment during the program.

3. Have students **BRAINSTORM** rules and behaviors to include on the contract.



TEAM NAME & CONTRACT (CONTINUED)

- What are things we can do to create a good learning environment?
- What are things we can do to help keep ourselves and our classmates safe during the class?
- 4. Prompt students to ensure the following are included:
 - Helmets worn whenever biking.
 - Be good listeners and follow instructions.
 - No riding unless instructed to.
 - No bullying.
 - Have fun!
- 5. Write ideas on the Team Contract.
- 6. Distribute Team Contract and have each student sign.
- 7. Post Team Contract in the classroom.
 - Review the contract before each outside class and whenever students need reminding of appropriate conduct.

HAZARDS

- 1. A hazard is a something that could hurt you unless you avoid it.
 - If you do nothing, the hazard becomes dangerous.
 - If you take action, the hazard is not dangerous.
 - Ex. A pothole in the street or sidewalk; a hallway which has just been mopped and is slippery, etc.

2. If biker does not take action when a hazard is present, they could crash.

- Ask students the difference between a crash and an accident.
- **Crash** implies a level of responsibility and is preventible.
- **Accident** removes the responsibility from either party and is not preventible.
 - Ex. A car crash because a driver ran a red light versus a car accident because the power was out during a lightening storm out and the traffic lights stopped working.



MATERIALS

- Class Roster
- Class Contract
- Hazards Worksheet
- Brain Diagram
- Helmets for each student
- 2 Rolls Masking Tape
- 2 Permanent Markers

NOTES

- If class size is small, consider adding student introductions to the Team Name & Contract section.
- If class size is large, consider moving the hazard discussion and activity to a different day to give adequate time for helmet fitting,



HAZARDS (CONTINUED)

3. The majority of crashes that youth have when biking are their own fault and could have been avoided.

- The most common crashes youth have are when:
 - A youth bikes from a driveway or alley onto the street and doesn't check for traffic first.
 - A youth bikes through an intersection without obeying the traffic sign or traffic signal.
 - A youth bikes in the opposite direction as traffic.
- 4. Instructors share a couple of their crash stories.
 - Ex. Biking into a parked car or car door because you were not paying attention.

5. Explain how this program focuses on these scenarios and teaches students how to identify hazards and avoid them safely.6. Hazards Activity:

- Complete the **BIKING HAZARDS WORKSHEET** as a class, explain each hazard and how it could be avoided as you progress.

- Collect worksheet and add to student folders.

HELMETS & BRAIN INJURY

- 1. **PROMPT:** What should bikers wear every time they bike?
- 2. Helmets do not protect people from getting into crashes.
 - It is important to be able to identify hazards and avoid them safely.

3. Helmets are important because they protect our brains from injury if we do crash.

- 4. Use **VISUAL AID** of brain to explain why brains are important.
 - Brains control our senses and emotions.
 - Brain injuries are permanent because brains cannot heal themselves unlike other parts of the body.

5. The majority of deaths that occur from bicycle crashes could have been avoided if the biker had been wearing a helmet.

- 90% of all deaths from bicycle crashes are from brain injury.
- 75% of those deaths would not have occurred if the bicy-

clist had been wearing a helmet.

HELMETS & BRAIN INJURY (CONTINUED)

6. Ask students to **BRAINSTORM** a list of sports and professions that require helmets:

- Ex. Football, baseball and hockey players, construction workers, fire fighters, helicopter pilots.

HOW HELMETS WORK

- 1. Helmets protect our brains in two ways:
 - Styrofoam compresses to absorb impact protecting our skull and brain.

- Hard outer shell allows the helmet to slide across concrete and protects the styrofoam from being damaged.

2. Once the styrofoam is compressed, it stays compressed and is no longer able to absorb as well.

- It is important to not drop your helmet as this compresses the styrofoam and it becomes less effective.

- 3. Helmets must be replaced if they have:
 - Been in a crash even if you can't see any damage.
 - Show signs of wear or damage.
 - Are five years old or older.

HELMET FIT

1. There are many different helmets available and each fits differently.

- Some have more air vents to help your head stay cooler.
- Some BMX style can also be used for snow sports, skateboarding and roller skating.

2. If you can, get one that you like so you feel more comfortable wearing it .

3. The **Eyes, Ears, Mouth Check** works to properly fit a helmet, no matter what type of helmet you have:

4. **Eye check**: A helmet fits properly when you can see the front edge when you look up. Hold two fingers above eyebrow and if your top finger touches the helmet it fits correctly.





G HELMET FIT (CONTINUED)

- Helmet should fit securely and cover the forehead.
- Some helmets have an adjustment in the back to help make it secure while padding can be added to others.
- Ponytails & hair accessories may have to be lowered for helmet to fit.
- 5. Ear check: A helmet fits properly when each side strap forms
- a "V" underneath the ear like an earring.
 - To control the helmet from tipping forward or backward, adjust the straps on each side of the helmet so that they come together directly underneath the ears forming a "V."

6. **Mouth check:** A helmet fits properly when the chin strap is secure and you are able to fit just two fingers between chin and chin strap.

- To keep the helmet securely on the head, the chin strap is adjusted so that it fits snuggly under the chin.

DISTRIBUTE HELMETS

1. Helmet Fitting:

- Help students fit their helmets by adding padding when necessary and adjusting the ear and chin straps.

- Label each helmet with student's name using masking tape and permanent markers.

- 2. Helmet Storage:
 - If applicable, have students place helmets in storage bags.
 - Choose 2 4 students to collect helmets and store them in the classroom.



HOMEWORK

1. Permission Slips.

- Students must turn in permission slips in order to bike!

DAY 3: BIKE HANDLING SKILLS I

INSIDE (30 minutes)

COMMUTER SURVEY

1. Conduct Commuter Survey:

- Ask who walked to school or will be walking home.
- Ask who biked to school or will be biking home.
- Ask who rode the bus to school or will bus home.
- Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

ABC QUICK CHECK

1. It is important to make sure your bike is safe to ride.

2. The ABC Quick Check is an easy way to remember what you need to check before riding.

3. **Air**

- Check to make sure your tires are not flat and have enough air by pushing down on each tire to check air pressure.

- A pump adds air through the valve which inflates the tube.
- Inflated tires to the proper pounds per square inch (PSI).

4. Brakes

- Check to make sure brakes are working properly by squeezing brake levers one at a time and making sure each stops the wheel.

- Look to make sure the brake pads are not worn out and than they contact the rim without rubbing the tire.

- Check to make sure the coaster brake arm is securely attached to the frame of the bicycle.

5. Chain

- Check to make sure that the chain is on and lubricated by looking for rust or dryness and spinning the pedals backwards.

6. Quick release levers

- Check to make sure the quick release levers are tightened securely against the frame, curving inward.

- When present, quick release levers are located on the axle of each wheel and the seat post.



OVERVIEW

- Commuter Survey
- ABC Quick Check
- Ready Position
- Riding Straight
- Braking
- Bike Fit
- Hand Signals
- Looking Left-Right-Left

OBJECTIVES

Students will demonstrate a variety of skills needed for safe city riding including riding in a straight line and braking.

Students will assess a bike for safety and overall fit.

Students will utilize hand signals for braking and turning.



MATERIALS

- Student Helmets
- Bicycles
- 6 10 cones
- Sidewalk chalk
- 2 3 Adjustable wrenches
- 2 3 Allen wrenches
- 1 Bicycle pump
- 3 whistles

CLASS PREP

- Bring bicycles outside
- Check bikes over for safety
- Lower seat heights
- Set-up course

BABC QUICK CHECK (CONTINUED)

- Quick release levers allow the wheels to be taken off easily and the seat height to be adjusted quickly, yet need to be properly secured so that wheels do not come off and the seat does not move while riding.
 - Wheels with quick release levers can be easily stolen if not locked with frame.

READY POSITION & SHIFTING GEARS

- 1. Explain Ready Position:
 - Dominant foot and pedal are positioned forward.
 - Stepping down on this pedal gives the bike momentum right away.

2. Any time a student stops, they should bring their foot and pedal to the Ready Position.

- Students with coaster brakes may have to switch feet to whichever pedal is facing forward.
- Encourage students using a coaster brake to try stopping with their pedals horizontal to the ground which makes getting into the Ready Position easier.
- 3. Briefly talk about shifting gears.
 - Bicycle gears should only be shifted when you are pedaling.
 - Shifting when the chain is stopped causes the gears to jam.
 - Advise students to not shift gears during this class.

RIDING STRAIGHT & STOPPING

- 1. Explain why it is importance to ride in a straight line.
 - Swerving is very dangerous because you could swerve in
 - front of an approaching vehicle and cause a crash.
- 2. Explain tips for how to ride in a straight line:

- Look 20 feet ahead, not the pavement directly in front of your wheel.

- Have students practice walking a straight line while looking at their feet then looking ahead of them.

RIDING STRAIGHT & STOPPING (CONTINUED)

- Keep both hands on your handlebars unless signaling braking or turning.
- It's difficult to bike in a straight line when biking really slow.
 The Snail Race activity is used to demonstrate this.
- 3. Explain why it is important to be able slow down and stop.
 - Bike commuters must follow all traffic laws including stopping at stop signs and traffic lights.
- 4. Explain tips for braking.
 - Stay seated to keeping weight over both wheels.
 - Standing up to brake may cause you to flip over your front wheel.
 - Squeeze both brake levers at the same time or rotate pedals backwards to slow and stop the bike if using a coaster brake.
 - Keep pedals horizontal instead of vertical if possible to make starting easier.

PREPARE TO GO OUTSIDE

- 1. Overview of outside activities:
 - Proper bike fit.
 - ABC Quick Check.
 - Practice with basic bike skills (riding staight, stopping, etc.)
- 2. Permission slips:
 - Collect permission slips from students.
 - Ensure only students who have returned permission slips will be participating in the outside activities.
- 3. Review team contract.
- 4. Distribute helmets:
 - Ask for 2 4 students to help distribute helmets.
 - Review the Eyes, Ears, Mouth Check.





NOTES

If smaller class size, more of the lesson is able to be taught outside.



RIDING STRAIGHT, STOPPING, HAND SIGNAL & LOOKING LEFT-RIGHT-LEFT DIAGRAM

COURSE SET-UP

Straight Course: Using chalk, draw 2 lanes ~4ft wide by ~150ft long. (Often school playgrounds will have painted markings that can be used as the base for this course.) Write "Look" and "Stop" in each to help students with the activity. Note that the course allows for students to be split into two groups which allow more student practice.

Slalom Course: Space cones close together to make students slow down and practice manuevering around the tight turns. Draw arrows with chalk to help guide students through the course.

INSTRUCTION & SAFETY

Instructors: Instuctors (stars) are positioned on either end of course with the teacher (T) helping to cue students in the second line.

🚱 OUTSIDE (30 minutes)

BIKE FIT

- 1. Elements of proper bike fit:
 - Must be able to stand over the top tube comfortably.
 - Must be able to reach the pedals while sitting on the seat.
 - Must be able to reach brake levers and use them easily.
 - Coaster brakes can be easier for smaller students.

DISTRIBUTE BIKES

- 1. Distribute bikes to students according to their size.
 - Having students line up by height is helpful.
 - Remind students the size, not the color of the bike is important.
- 2. Help students make adjustments as necessary.
- 3. Have students check their bikes using the ABC Quick Check.

RIDING STRAIGHT & STOPPING ACTIVITY

1. Instructor demonstrates the activity while another instructor explains the actions to the students:

- Begins in Ready Position
- Bikes straight
- Stops at the stop sign
- Continues through slalom course
- Re-joins the line
- 2. Student practice
 - Allow each student to complete the activity at least two times.

HAND SIGNALS & LEFT-RIGHT-LEFT

- 1. Explain Hand Signals:
 - Hand signals are like turn signals and brake lights on a car.
 - Using a hand signal to show other people that you are slowing down or stopping warns them to start slowing down as well.





HAND SIGNALS & LEFT-RIGHT-LEFT (CONTINUED)

- It is important to give the person ahead of you enough space so that you have enough time to slow down and stop without crashing into them.

- Traffic laws state that it is the persons fault who crashes into the person ahead of them.

- 2. Demonstrate right, left and braking hand signals.
 - Turn signals are simply pointing where you plan to go.
 - It is most important that you keep control of your bike and look for other vehicles.
- 3. Explain Looking Left-Right-Left:

- It is important to look left-right-left where there is cross traffic:

- Exiting a driveway or alley.
- At an intersection.

- Vehicles closest to you at an intersection will be coming from the left which is why it is important to check to the left first and to double check it a second time before entering the street or intersection.

- Once you pass the middle of the street, traffic will be coming from your left.

- If you look to the left and see a vehicle approaching, you must wait before crossing.

- If you see a vehicle approaching when you look to the left, you must wait for it to pass and then start over with looking left-right-left before crossing.

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HAND SIGNALS & LEFT-RIGHT-LEFT ACTIVITY

1. Instructor demonstrates the activity while another instructor explains the actions to the students:

- Bikes straight
- Uses braking signal
- Stops at the stop sign
- Looks left-right-left
- Signals right turn
- Continues through slalom course
- Re-joins the line
- 2. Student practice

- Allow each student to complete the activity at least two times.

HOMEWORK

1. Permission Slips:

- Students who do not turn in permission slips by the fourth class may not participate in the rest of the outdoor activities.





OVERVIEW

- Commuter Survey
- Looking Over Left Shoulder
- Avoiding Hazards
- Riding Slowly

OBJECTIVES

Students will demonstrate a variety of skills needed for safe city riding including riding in a straight line and braking.

Students will understand and demonstrate correct turning protocol.

Students will utilize hand signals for braking and turning.

Students will learn when to look left-right-left for cross traffic and when to look over their left shoulder for approaching vehicles.

DAY 4: BIKE HANDLING SKILLS II

🛞 INSIDE (10 minutes)

COMMUTER SURVEY

1. Conduct Commuter Survey:

- Ask who walked to school or will be walking home.
- Ask who biked to school or will be biking home.
- Ask who rode the bus to school or will bus home.
- Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

B PREPARE TO GO OUTSIDE

- 1. Overview of activities:
 - Looking over left shoulder while riding straight
 - Hazard avoidance activity
 - Riding slow activities
- 2. Permission slips:
 - Collect permission slips from students.
 - Ensure only students who have returned permission slips will be participating in the outside activities.
- 3. Review team contract.
- 4. Distribute helmets:
 - Ask for 2 4 students to help distribute helmets.
 - Review the Eyes, Ears, Mouth Check.





LOOKING OVER LEFT SHOULDER, HAZARD AVOIDANCE & SLOW RIDING DIAGRAM

COURSE SET-UP

Course: Use the same course set-up for the Looking of Left Shoulder activity as the Stopping & Braking activity on day two. Set up the hazard avoidance and slow riding activity as a circuit for students to progress to after they have gained proficiency with the first activity.

INSTRUCTION & SAFETY

Instructors: Two instructors are positioned at Left activity while the third instructor and teacher are positioned at the Hazard Avoidance and Slow Riding activity.



MATERIALS

- Student Helmets
- Bicycles
- 6 10 cones
- Sidewalk chalk
- 4 tennis balls
- 12" x 12" piece of 1" foam
- 2 3 Adjustable wrenches
- 2 3 Allen wrenches
- 1 Bicycle pump
- 3 whistles

CLASS PREP

- Bring bicycles outside
- Set-up course

0UTSIDE (50 minutes)

DISTRIBUTE BIKES

1. Have students check their bikes using the ABC Quick Check.

LOOKING OVER LEFT SHOULDER ACTIVITY

1. Explain why it is important to look over left shoulder before moving left when riding in the street.

- Need to check for approaching vehicles before moving.
- Never move further left without looking.
 - To avoid a pothole.
 - To move around a parked car.
 - To turn left or pass another biker.
- If you look behind you and see a vehicle approaching closely you need to wait until it passes, the look again over your left shoulder to check for other vehicles.
- Also need to listen for approaching vehicles.
- 2. Explain tips and techniques for looking over left shoulder:
 - Place left hand on hip to help you continue to ride straight while looking over left shoulder.
 - If you keep your left hand on your handlebars, it is easy to swerve to the left.
- 3. Instructor demonstrates:
 - One instructor demonstrates the activity while the second instructor explains the actions to the students and raises either one or both arms for the biker to count when they look behind them.
 - Bikes straight
 - Looks over left shoulder and yells aloud how many arms the instructor is holding up
 - Stops at the stop sign
 - Looks left-right-left
 - Signals right turn
 - Continues through slalom course
 - Re-joins the line
- 4. Student Practice
 - Allow each student to complete the activity at least two times.
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ROCK DODGE ACTIVITY

- 1. Explain that the activity simulates avoiding an obstacle:
 - It is necessary to be able to quickly avoid hazards whichmay be present while biking.
 - Potholes, glass, opening car doors, etc.
- 2. Explain tips for quickly avoiding hazards:
 - Biker quickly turns front wheel to avoid the object.
 - If the front wheel runs over an object is may cause the rider to loose control of the bicycle.
 - If the back wheel rolls over the object, the rider is more easily able to keep control of their bike.
- 3. Instructor demonstrates the activity while the second instructor explains the actions to the students:
 - Bike straight towards object.
 - Once front wheel is inside the first set of tennis balls, quickly turn it around the piece of foam.
 - (It is ok for the the rear wheel to run over the foam.)
 - Continues riding straight and exit through the second set of tennis balls.
- 4. Student practice:
 - Students may practice this activity after they have shown proficiency in looking over their left shoulder.



SLOW COURSE ACTIVITY

1. Explain that the activity allows students to practice controlling their bikes while riding slowly.

- It is important to be able to control your bike in a variety of situations:

- Descending hills, in the rain, on crowded bike paths, etc.
- It takes more skill to ride slowly and maintain balance.
- 2. Explain tips for riding through the course:
 - Require a riders to bike slowly but with enough speed to keep their balance.
 - Standing can be helpful in order to stay balanced.





SLOW COURSE ACTIVITY (CONTINUED)

3. Instructor demonstrates the activity while another instructor explains the actions to the students:

- Rides slowly through course.
- 4. Student Practice

- Students may practice this activity after they have shown proficiency in looking over their left shoulder.

SLOW RACE ACTIVITY

1. Same explanations as above.

2. May be used with many students competing against each other to see who can ride the slowest.

- 3. Explain how the activity is conducted:
 - Up to six students can participate at a time.
 - Object is to go as slow as possible while staying in control of your bike and without putting a foot down.
 - Riders who put a foot down are eliminated.
 - Slowest person wins!



HOMEWORK

1. Students will interview an older family member about what biking was like when they were the student's age. Questions students may ask include:

- Where did their relative bike?
- What did their relative enjoy about biking?
- Does their relative still bike?

2. Instruct students to record their answers by using complete sentences and writing a one paragraph response.

DAY 5: RULES OF THE ROAD

INSIDE (60 minutes)

COMMUTER SURVEY

- 1. Conduct Commuter Survey:
 - Ask who walked to school or will be walking home.
 - Ask who biked to school or will be biking home.
 - Ask who rode the bus to school or will bus home.
 - Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

COLLECT HOMEWORK

1. Ask for a few students to share what they learned from their family member after interviewing them about their experience biking when they were growing up.

- Have student raise hands if they completed the assignment.
- Record completion on class roster.
- 2. Pass out student folders.
 - Instruct students to file the assignment in their folder.

INTRODUCTION TO RULES OF THE ROAD

1. Rules of the Road are the practices and traffic laws which all road users are required to follow.

2. Have students **BRAINSTORM** why Rules of the Road are important for all road users.

- Establish organization by creating a set of rules for all road users to know and follow.

- Some signs and signals like the stop signs are universally recognized.

- Determines Right of Way rules which state who must yield at an intersection and in other places.

- Prevents crashes.
- Improves overall safety of people on the road.
- 3. Rules of the Road apply to all road users including bikers.
- 4. Briefly explain the consequences of not following the law.



OVERVIEW

- Commuter Survey
- Rules of the Road
- Biking in the Road

OBJECTIVES

Students will learn and apply the Rules of the Road while biking.

Students will learn about a variety of bicycle facilities including bike paths, bike lanes and bike routes.

Students will understand and demonstrate correct turning protocol.

Students will learn when to look left-right-left for cross traffic and when to look over their left shoulder for approaching vehicles.



MATERIALS

- Dry erase markers
- Extra Pencils
- Rules of the Road
 Worksheet
- Demo Intersection
- Traffic signs & signal visual aids
- Biking in the Road
 Worksheet

DRULES OF THE ROAD WORKSHEET

- Use **RULES OF THE ROAD WORKSHEET** to lead lesson.
 - Note: Italicized and bolded text correspond to the worksheet.
- 1. Bicycles used for **transportation** may not be used on the **sidewalk**.
 - Bikes may be ridden in the road and also on bike paths.
 - It is illegal for people aged 10 or older to ride their bikes on the sidewalk.
 - Motor vehicles may be driven in the road and on freeways.
- 2. Vehicles must travel on the **right** side of the road and in the **same** direction as traffic.
 - Bike commuters ride farthest to the right, **3 feet** from the curb unless passing parked cars or turning left.
- 3. Vehicles must obey all traffic signs and signals.
 - USE VISUAL AIDS and explain:
 - Traffic signs (stop, yield, one-way)
 - Traffic lights

4. Vehicles must use **white** front lights and **red** rear lights to stay visible at night.

- Reflectors are not a substitute for lights.

- 5. Vehicles must show they are **turning** and **braking**.
 - Bikers use **hand signals** for turning and braking.
 - Motor vehicles use turn signals and brake lights.

6. *People using vehicles must use safety equipment to protect themselves in case they crash.*

- Bikers must use a **helmet** to protect their brain.
 - Knee and elbow pads may also be used but helmets are most important.
- People in motor vehicles use a seatbelt.
- 7. It is *illegal* to use headphones while operating a vehicle.
 Bikers need to use all of their *senses* to help keep them safe.

- All vehicles must pull to the side of the road and stop if an emergency vehicle is approaching from either direction.

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RIDING IN THE ROAD ACTIVITY

1. Use **RIDING IN THE ROAD WORKSHEET** to lead lesson.

2. Bikers must look left-right-left any time there is cross traffic.

- Cross traffic is present when two streets intersect.

- Ex. intersections and when exiting an alley or driveway.

3. Bikes must look behind them to check for approaching vehicles before moving left.

Riders must check every time before moving left.4. Bikers use hand signals to warn others they are braking or will be turning.

- Signals are used before turning or braking.

5. Bikers must ride 3 feet from the curb except when turning left, passing a parked car or continuing straight when there is a right turn only lane.

- Slower traffic must stay to the right which is why bike commuters ride 3 feet from the curb.

- This is general location of bike lanes.

6. DISCUSS each example on the worksheet.

- Have students trace the path the biker makes in each example.

- Ask students which way they would look in each example: behind them or left-right-left.

- Ask students what signal they would use in each example: braking or turning.

7. DISCUSS box turns and traffic circle examples.

- Box turns can be walked instead of biked.
- **PROMPT**: Why can bikers also use crosswalks?
- 8. Have students complete the practice side of the worksheet.
 - DISCUSS worksheets after students have completed it.

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COLLECT STUDENT FOLDERS

1. Have students file worksheets into folder, then collect them.

HOMEWORK

1. Riding in the Road worksheet, if not completed during class.





OVERVIEW

- Commuter Survey
- Entering the Street
- Turning Right

OBJECTIVES

Students will learn to safely enter the street with their bike.

Students will learn and apply the Rules of the Road while biking.

Students will understand and demonstrate correct turning protocol.

Students will utilize hand signals for braking and turning.

Students will learn when to look left-right-left for cross traffic and when to look over their left shoulder for approaching vehicles.

DAY 6: ENTERING THE STREET & TURNING RIGHT



COMMUTER SURVEY

- 1. Conduct Commuter Survey:
 - Ask who walked to school or will be walking home.
 - Ask who biked to school or will be biking home.
 - Ask who rode the bus to school or will bus home.
 - Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

PREPARE TO GO OUTSIDE

1. Overview of activities:

- How to enter the street.
 - Note: Emphasis is placed on teaching students how to safely exit a driveway and alley as these present high-risk scenarios for youth of this age group.
- Turning right.
- 2. Collect Riding in the Road worksheets.
 - Record completion on class roster.
 - File worksheets in student folders.
- 3. Review team contract.
- 4. Distribute helmets.
 - Ask for 2 4 students to help distribute helmets.
 - Review the Eyes, Ears, Mouth Check.





ENTERING THE STREET & RIGHT TURN DIAGRAM

COURSE SET-UP

Course: Start by choosing a calm street close to the school with sidewalks and ideally either a driveway or alley present. Draws arrows with chalk to help guide students into proper riding position. If the course has a parked car present, see the diagram to the right.

INSTRUCTION & SAFETY

Instructors: First instructor is positioned at the driveway and will cue students to start the activity. The other two instructors are positioned in the street to help guide students and direct traffic as needed. The teacher is on the sidewalk ensuring students dismount and walk on the sidewalk to re-join the line.

Traffic Calming: Cones are positioned in the middle of the street to slow other vehicles approaching the course.





MATERIALS

- Student helmets
- Bicycles
- 6 10 cones
- Sidewalk chalk
- Adjustable wrenches
- Allen wrenches
- Bicycle pump
- 3 whistles
- 2-way radios
- First Aid kit

CLASS PREP

- Bring bicycles outside
- Determine section of street for activity
- Mark the course with chalk
- Have cones ready to put in position

😿 OUTSIDE (50 minutes)

DISTRIBUTE BIKES

- 1. Have students perform the ABC Quick Check.
- 2. As a group, walk bikes to location of on-street activity.
 - Explain that the activity involves riding in the street and it is important for students to be aware of other vehicles.
 - Cones and instructors will be slowing traffic.
 - Vehicles may still pass through course.
 - Students must pay attention and be ready to follow directions from instructors.

EXITING A DRIVEWAY (OR ALLEY)

- 1. Explain the hazards present exiting a driveway (or alley):
 - Pedestrians on the sidewalk.
 - Vehicles turning into the driveway.
 - Cross traffic on the street.
- 2. Explain how to safely exiting a driveway (or alley).
 - Slow down, look and yield to pedestrians on the sidewalk.
 - Stop at the end of the driveway before entering the street.
 - Check for cross traffic by looking left-right-left.
 - Turn and begin biking three feet away from the curb or parked cars.



TURNING RIGHT

- 1. Explain how to safely turn right at an intersection.
 - Use braking signal show that you will slow down or stop at the intersection.
 - Obey traffic sign or signal.
 - Look left-right-left for cross traffic.
 - Use hand signal to show that you will be turning right.
 - Turn and begin biking three feet away from the curb or parked cars.



DRIVEWAY & RIGHT TURN ACTIVITY

1. Instructor demonstrates the activity while another instructor explains the actions to the students.

- Position bike at end of driveway or alley before street
- Look left-right-left for cross traffic
- Signal right turn
- Turn and begin biking three feet away from the curb
- Signal braking
- Stop at intersection
- Look left-right-left for cross traffic
- Signal right turn
- Turn and continue biking three feet away from the curb
- Signal right turn
- Turn into driveway
- Dismount bike and walk on sidewalk to re-join the line
- 2. Student practice.
 - Allow students to complete the activity at least two times.

MOVING LEFT AROUND A PARKED CAR

- 1. Include this activity if a parked car is present on the course.
- 2. Explain the hazards present when moving farther left:
 - Cars may be approaching from behind that could hit a biker if they moved in front of them.
 - Being doored opening car doors.
- 3. Explains how to safely pass parked cars:

- Before moving left, bikers must look over left shoulder to make sure there are not any approaching vehicles.

- If there are approaching vehicles, bikers must yield by slowing down or stopping and waiting until it is safe for them to move farther to the left.

- If there are no approaching vehicles, bikers signal left and move left to pass three feet away from the parked car.

4. Instructor demonstrates how to pass a parked car.

5. Student practice.

- Allow students to complete the activity at least two times.



NOTES

- Instructors should prioritize making sure that students look in the appropriate directions over students' use of hand signals.
- As students gain
 confidence riding in
 the road and look ing in the proper
 direction, instructors
 should enforce more
 advanced skills like
 using hand signals.



OVERVIEW

- Commuter Survey
- Intersections
- Right of Way
- Types of Bikes
- Bike Parts
- Review

OBJECTIVES

Students will learn basic Right of Way rules and understand traffic signs, traffic signals, uncontrolled and controlled intersections.

Students will identify basic bicycle parts.

DAY 7: RIGHT OF WAY & BIKE PARTS



COMMUTER SURVEY

1. Conduct Commuter Survey:

- Ask who walked to school or will be walking home.
- Ask who biked to school or will be biking home.
- Ask who rode the bus to school or will bus home.
- Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

UNCONTROLLED & CONTROLLED INTERSECTIONS

- 1. Explain the difference between an uncontrolled and controlled intersection.
 - Uncontrolled: No traffic signs or traffic lights present.
 - Ex. Alleys, driveways, residential intersections, bike path crossing a street mid-block, etc.
 - **Controlled:** Traffic signs or traffic light present to control traffic flow.

2. Have students **BRAINSTORM** why it is important to pay attention to whether an intersection is controlled or uncontrolled.

- Uncontrolled: Vehicles will crash if neither vehicle yields.
 - **To yield** is to slow down or stop in order to allow other vehicles go first.

- Controlled: Vehicles will crash if the vehicle that is directed to yield/stop does not.

- 3. Uncontrolled intersections:
 - Vehicles on smaller streets must yield to vehicles on larger or busier streets.
 - Ex. Vehicles exiting an alley must yield to vehicles on the street; vehicles on a residential street must yield to vehicles on a main street.
 - Uncontrolled intersections are treated like a 4-way stop with all vehicles yielding and right of way rules used to determine who must yield and who is able to go first.



- Non-verbal communication can be used to give someone else the Right of Way.

- Ex. Using hand gestures indication other person should go first.

- 4. Controlled intersections:
 - 2-way controlled intersections:

- Traffic signs and signals are used to determine who must yield.

- 4-way controlled intersections:

- Stop signs controlling vehicles from all directions

- Right of Way rules are used to determine who must yield and who is able to go first.

RIGHT OF WAY RULES

1. **Right of way Rules** are a set of rules that state which vehicle must yield.

- Applicable to both uncontrolled and 4-way intersections.

- 2. Never insist on taking the Right of Way.
 - Right of Way states who must yield, not who gets to go first.

- When a driver is legally required to yield the right of way but fails to do so, other vehicles are required to stop or yield to prevent crashing.

- This is particularly important for bikers as not all road users know that bikes have an equal right to the road.

3. It is important to always be aware of your surroundings and be prepared to stop.

- Do not rely on other drivers to follow all of the traffic rules.
- It is your responsibility to keep yourself safe.
 - Ex. Biking defensively.



MATERIALS

- Right of Way Rules
 Worksheet
- Demo Intersection
- Bicycle Parts
 Worksheet

NOTES

 Right of Way is taught according to the Right of Way laws which dictate which vehicle must yield, not which vehicle goes first.



RIGHT OF WAY ACTIVITY

1. Use **RIGHT OF WAY WORKSHEET** to lead activity.

2. Read and explain the three Right of Way rules:

- **First to Stop:** Vehicles must yield Right of Way to the first vehicle that stops at the intersection.

- **Right Goes First:** When more than one vehicle gets to an intersection at the same time, vehicles yield Right of Way to the vehicles farthest to the right.

- **Straight Goes First**: When two vehicles get to an intersection at the same time and are across from each other, the vehicle that is turning yields Right of Way to the vehicle continuing straight.

- Explain what happens when both vehicles are continuing straight.

3. Read worksheet directions:

- Circle the type of intersection: uncontrolled, 2-way or 4-way.

- Circle the vehicle that gets to go first according to the Right of Wayrules.

- Circle which Right of Way rule you used to determine your answer.

4. Have students complete worksheet.

- Worksheet can either be done individually or as a class.

- If done individually, go over each example after students have completed the worksheet.

TYPES OF BIKES

1. Have students **BRAINSTORM** different types of bikes.

2. The type of bike you choose will depend on how you plan to use it and where you plan to ride.

- Mountain bikes can be ridden on trails and the wider tires help on bumpy streets and in snow.

- Racing bikes can be used during races and can also be ridden on streets to get places faster, with less effort.

- BMX bikes are good for tricks, short distances, and smaller riders.

- Commuter bikes can be set up to use for transportation with fenders, lights and rack for carrying things.

BIKE PARTS

1. Pass out the **BIKE PARTS WORKSHEET**.

- Have students fill in worksheet while instructor talks about each bike part.

2. Using a bicycle, point out the key systems and the corresponding bike parts:

Sizing system: Frame, top tube, seat

Drive system: Chain, pedals, chainring, crank arm Wheel system: Tire, spokes, quick release lever, tube, valve Control system: Handlebars, brakes, brake levers, shift levers Shift system: Front derailleur, rear derailleur, cassette

REVIEW

1. Pass out student folders.

2. Ask students to look through their folders and ask questions they may have from past lessons.

- 3. Topics to review:
 - Rules of the Road
 - Reasons to bike
 - Hand signals
 - Turning
 - Eyes, Ears, Mouth check
 - ABC Quick check
- 4. Collect student folders.

HOMEWORK

1. Write a letter to your Alderman, City Bicycle & Pedestrian Coordinator, or Principal. Include:

- One thing you learned during the program.
- One thing you liked about the program.
- One thing you think should be done to make biking safer or easier in your neighborhood or around your school.

Use complete sentences and letter format including who the letter is addressed to, the date, and your signature.





OVERVIEW

- Commuter Survey
- Box turn
- Left turn
- Right of Way

OBJECTIVES

Students will understand and demonstrate correct turning protocol.

Students will utilize hand signals for braking and turning.

Students will learn when to look left-right-left for cross traffic and when to look over their left shoulder for approaching vehicles.

Students will learn basic Right of Way rules and understand traffic signs, traffic signals, uncontrolled and controlled intersections.

DAY 8: LEFT TURNS & RIGHT OF WAY

INSIDE (10 minutes)

COMMUTER SURVEY

- 1. Conduct Commuter Survey:
 - Ask who walked to school or will be walking home.
 - Ask who biked to school or will be biking home.
 - Ask who rode the bus to school or will bus home.
 - Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

B PREPARE TO GO OUTSIDE

- 1. Overview of activities:
 - Box turn
 - Left turn
 - Right or Way
- 2. Collect homework.
 - Ask a few students to share their letters.
 - Record completion on class roster.
 - DO NOT file the letters in student folders.
 - Keep the letters to share with program partners.
 - 3. Review team contract.
 - 4. Distribute helmets.
 - Ask for 2 4 students to help distribute helmets.
 - Review the Eyes, Ears, Mouth Check.

🥪 OUTSIDE (50 minutes)

LEFT TURNS & RIGHT OF WAY DIAGRAM

COURSE SET-UP

Course: Start by choosing a calm street close to the school with sidewalks and either an alley or driveway present. Draw arrows with chalk to help guide students into proper riding position.

INSTRUCTION & SAFETY

Instructors: First instructor is positioned in the street and cues students to start the activity. The other two instructors are positioned in the street to help guide students and direct traffic as needed. The teacher is on the sidewalk ensuring students dismount and walk on the sidewalk to re-join the line.





MATERIALS

- Student helmets
- Bicycles
- 6 10 cones
- Sidewalk chalk
- Bicycles
- Adjustable wrenches
- Allen wrenches
- Bicycle pump
- 3 whistles
- 2-way radios
- First Aid kit

CLASS PREP

- Bring bicycles outside
- Determine the section of street for activity
- Mark the course with chalk
- Have cones ready to put in position

🐨 OUTSIDE (50 minutes)

DISTRIBUTE BIKES

- 1. ABC Quick Check.
- 2. As a group, walk bikes to location of on-street activity.

BOX TURNS

- 1. Benefits of a box turn:
 - Able to use crosswalks and crossing signals to cross straight.
 - Eliminates merging left and crossing travel lanes.
 - Useful when both streets are really busy because pedestrians always have right of way.

2. Explain how a box turn is different from turning left without merging towards the middle of the street.

- Instead of merging left, rider walks or bikes straight across both streets.
- May ride or walk bike in the crosswalk.
- Eliminates need to merge left in heavy traffic or across multiple travel lanes.

3. Instructor demonstrates box turn while second instructor explains to the students.

- Begin by biking straight, 3 feet from the curb
- Signal stopping
- Move bike onto sidewalk
- Stop at corner
- Look left-right-left before crossing street
- Walk straight using the crosswalk
- Stop at corner
- Look left-right-left before crossing stree
- Walk straight using the crosswalk
- Look left-right-left for traffic before entering the street
- Continue biking straight

LEFT TURNS

- 1. **ASK** students what hazards are present when turning left:
 - Vehicles approaching from behind.
 - Cross traffic at the intersection.
 - Oncoming vehicles continuing straight and turning.
- 2. Explain how to safely turn left:
 - Decide to turn 50 100' before the intersection.
 - Look over left shoulder to check for approaching vehicles before moving left.
 - Turn left from center of vehicle lane to allow vehicles continuing straight to pass on the right.
 - Look for and yield to cross traffic and oncoming vehicles continuing straight or turning.
 - After turn is complete, continue biking three feet from the curb or parked cars.

LEFT TURN ACTIVITY

1. Instructor demonstrates while another instructor explains the activity to the students.

- Note: the way the course is set up allows students to practice Right of Way rules at the intersection.
 - Begin by biking straight, three feet from the curb
 - Look over left shoulder for approaching vehicles
 - Signal left
 - Move left near the center of the travel lane
 - Signal braking
 - Stop at intersection
 - Look left-right-left and ahead for vehicles
 - Signal left
 - Turn left
 - Continue biking three feet from curb or parked cars
 - (Continue according to how course is set up.)
- 2. Student Practice
 - Allow students to complete activity at least two times.



NOTES

- Instructors should prioritize making sure that students look in the appropriate directions over students' use of hand signals.
- As students gain
 confidence riding in
 the road and look ing in the proper
 direction, instructors
 should enforce more
 advanced skills like
 using hand signals.



OVERVIEW

- Commuter Survey
- Post-test
- Mapping

OBJECTIVES

Students will learn about a variety of bicycle facilities including bike paths, bike lanes and bike routes.

Students will use basic map skills to plan safe biking routes.

MATERIALS

- Post-test
- Extra pencils
- Mapping Worksheet
- Bike Map

DAY 9: POST-TEST & MAPPING



COMMUTER SURVEY

1. Conduct Commuter Survey:

- Ask who walked to school or will be walking home.
- Ask who biked to school or will be biking home.
- Ask who rode the bus to school and will bus home.
- Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

POST-TEST

- 1. Distribute **POST-TEST**.
 - Encourage students to answer each question even if they are unsure of the answer.
 - Assistance reading the test is permited, otherwise minimal help should be given.
- 2. Students may begin working on the Mapping worksheet when they have completed the test.

MAPPING ACTIVITY

- Distribute MAPPING WORKSHEETS and explain the activity.
 Bike commuters do not always choose the most direct route to get from place to place.
 - What are reasons you would choose a longer route?
 - Avoid busy streets.
 - More beautiful route.
 - Use of bike paths, bike lanes and bike routes.
- 2. Instruct students to complete the worksheet.
 - Students may work with partners or small groups.
- 3. Collect worksheet.

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HOMEWORK

- 1. Mapping Worksheet
 - Students should complete the Mapping worksheet if it is not finished during class.

DAY 10: CONCLUSION & FLEX DAY

INSIDE (5 minutes)

COMMUTER SURVEY

- 1. Conduct Commuter Survey:
 - Ask who walked to school or will be walking home.
 - Ask who biked to school or will be biking home.
 - Ask who rode the bus to school or will bus home.
 - Ask who was driven to school or will drive home.
- 2. Record results on the Commuter Survey.

W INSIDE or OUTSIDE

ADDITIONAL PRACTICE OR ACTIVITY

1. Choose one of the additional activities (following page).

PROGRAM CONCULUSION

- 1. Distribute student folders.
- 2. Distribute graded Post-Tests (if previously graded and record).
- 3. Distribute Bike Safety Certificates.

4. Announce any additional Safe Routes to School activities that will be happening at the school.

5. Thank students for participating in the program.



OVERVIEW

- Commuter Survey
- Program Conclusion
- Additional Practice or Activity

MATERIALS

- Corrected tests
- Bike Safety
 Certificates



ADDITIONAL ACTIVITIES

😵 INSIDE

SKATING SAFETY DISCUSSION

1. The same laws that apply to pedestrians apply to people who are skating.

- The word "skate" is used as a verb in conjuction with skateboards, in-line skates, rollerskates, and razor scooters.
- These tips also apply to BMX and mountain biking.
- All of these skate devices are considered "play vehicles."
- 2. Before skating:
 - Eat right and drink plenty of fluids.
 - Stretch before you skate, especially back, legs and ankles.
 - Wear sunscreen, when applicable.
- 3. Reasons to skate:
 - Same as biking: fun, exercise, transportation, etc.
- 4. Safety equipment
 - Helmet: Always wear a helmet while skating.
 - Additional pads: Knee pads, elbow pads, and wrist guards. Light gloves and a mouth guard are also recommended.
- 5. Places to skate:
 - Skates must be used on the sidewalk.
 - Skating on city streets is illegal according to Milwaukee and Wisconsin laws because skates are *"play vehicles."*

- Private property: make sure that you have the owner's permission to skate on their property; you can get tickets for trespassing.

- Skate parks: Obey the rules that govern the use of the park. Be aware of the skill needed for each area; many parks have areas designated for beginners. Wait your turn to avoid colliding with other skaters.

- 6. Other considerations:
 - Yield to pedestrians.
 - No towing: Never get towed behind a car, bike or other vehicle.
 - Crossing streets: Use crosswalks and look left-right-left
 - before crossing. Be cautious crossing driveways and alleys.

- Passing: Stay to the right when skating on sidewalks, bike paths and trails. Pass other users on the left and give them a warning first by shouting, "On your left." Be sure to look over your left shoulder before moving left to pass.

- Skating with friends: If you are skating with a friend on a trail or sidewalk, make sure to form a single-file line.

Headphones: Don't skate with headphones as listening to music will make it difficult to hear traffic, pedestrians and other skaters.
Weather & darkness: Never skate at night unless you are in a well-lit area.

BIKE SAFETY SKITS

1. Split class into groups of 4-5 students and have each group spend twenty minutes coming up with a three minute skit on bike safety.

2. Video record student skits, if possible.

REPAIRING A FLAT TIRE

1. Show students how to repair a flat tire.

- Have activity be as hands-on as possible.
- Demonstrating this in small groups is preferred, pending number of instructors present and materials available.

2. Materials needed:

- Complete wheel Patch kit (glue, patch, sandpaper)
- 2 tire levers
- Pump
- Ball-point pen

OUTSIDE

ADDITIONAL PRACTICE

- 1. Left turns
- 2. Right of way
- 3. Hazard avoidance
- 4. Slow riding & slow race activities



WALKING WISDOM



WALKING WISDOM OBJECTIVES

- Students will be introduced to a variety of pedestrian-related vocabulary words.
- Students will gain a basic understanding of traffic signs and signals applicable to pedestrians.
- Students will learn how to identify and avoid hazards which might be encountered while walking.
- Students will learn and demonstrate safe practices for street crossings.



WALKING WISDOM OUTLINE

DAY ONE (INSIDE)

1

Introduction to Program Reasons to Walk ASIMO Video Question Game Conclusion

DAY TWO (OUTSIDE)

Review Hazards Activity Outside Walk Conclusion





OVERVIEW

- Intro to Program
- Reasons to Walk
- Predictable & Visible
- ASIMO Video
- Question Game
- Conclusion

OBJECTIVES

Students will be introduced to a variety of pedestrian-related vocabulary words.

Students will gain a basic understanding of traffic signs and signals applicable to pedestrians.

MATERIALS

ASIMO video

DAY 1: INTRO TO WALKING WISDOM

🐨 INSIDE



INTRODUCTION TO WALKING WISDOM PROGRAM

- 1. Introduction of instructors and the Bike Fed.
- 2. About SRTS Programs.
- 3. Overview of Walking Wisdom program.
- 4. **ASK** students what a pedestrian is.
 - A pedestrian is someone who is walking or using a wheelchair.
 - Everyone is a pedestrian some of the time.
- 5. Vocabulary words:
 - Explain to students that throughout the program, we will compile a list of vocabulary words that pedestrians need to understand in order to be safe.
 - Start list by adding "pedestrian" to the board.

Crosswalk—A path that crosses the street between two sidewalks at an intersection. Lines may be painted marking the path (marked crosswalk), or not (unmarked crosswalk).

Curb—A concrete border separating the sidewalk from the street.

Environment—Everything that exists around us including soil, climate, and living things.

Exercise—Physical activity that is good for your body.

Hazard—Something that is dangerous.

Intersection—The place where two or more streets cross.

Pedestrian—A person who walks.

Pollution—Man-made contamination of the Earth.

Predictable—Ability to understand what is most likely going to happen based on observation, experience and reasoning.

Sidewalk—A place separated from the street for pedestrians. Traffic signal—A signal consisting of red, yellow and green lights used to control traffic.

Transportation—A way to get from one place to another. Visible—Able to be seen.



- 1. Have students **BRAINSTORM** reasons people walk.
- 2. Exercise
 - PROMPT: Why is walking good for our bodies?
 - Kids and adults need to get an hour of exercise every day.
 - Walking is a good way to incorporate exercise into your life.
 - Walking can also help you to feel better when you're upset.

3. Transportation

- **PROMPT:** Walking to get places is using walking for what?
- Walking is a form of transportation.
- **ASK** students to brainstorm other forms of transportation and then forms of transportation that do not require gas.

4. Environment

- **PROMPT:** In addition to being good for our health, what else is walking good for?

- Walking is good for the **environment** because it does not pollute.

- **Pollution** is bad for the Earth because it contributes to global climate change and asthma.

- Asthma is a condition that makes it hard for some people to breath because they can't get enough air into their lungs.

5. Save Money

- **PROMPT:** What don't you need to spend when you walk places?

- Walking is free!

6. Independence

- PROMPT: What is it called when you are able to do things on your own?

- As you gain responsibility, walking allows you to be more independent.

7. FUN!

- PROMPT: Who likes to walk?
- Walking is fun!

- Able to see things in your neighborhood which you might have missed otherwise.







PREDICTABLE & VISIBLE

1. Introduce the vocabulary words **predictable** and **visible** and explain how each one helps to keep us safe.

2. Predictable is the ability to understand what is most likely going to happen based on observation, experience and reasoning.

- If our actions are predictable, other people will be expecting our actions and be ready to respond.

- Ex. Driver's expect there may be pedestrians crossing at a crosswalk, so they drive more cautiously by slowing down.

3. Visible is to be seen.

- It is the opposite of being invisible.

- Being as visible as possible allows drivers to see us clearly.

- Ask students to think of some things that would help them to be more visible:

- Wearing reflective or bright colors, walking in a group or with an adult, walking on well-lit streets, crossing at the corner and in the crosswalk.

ASIMO VIDEO

1. ASIMO Video:

- Ask students to pay attention to actions the kids make that are predictable and allow them to be more visible.

2. Video De-brief:

- Ask students to share a few examples from the video of being predictable and visible.

- Ask students if there was anything new they learned in the video and if there is anything they didn't understand.

QUESTION GAME

1. Instructions:

- The game can be played as a class or as two teams.

- If dividing the class into teams, have each team decide on a Team Name.

- Read each question aloud and call on the first team to raise their hand after the question has been completely read.

- Teams receive a point for each correct answer.



2. Questions:

- What is a pedestrian?
 - A pedestrian is a person who walks.

- Name three reasons to walk.

- Fun, exercise, independence, transportation, to save money, for the environment.

- On a street with vehicles driving in two different directions, which side of the road are the vehicles using?

- On a two-way street in the United States, vehicles travel on the right side.

 Why is it important to look to the left a second time?
 Vehicles coming from the left are going to be on the half of the street closest to us.

- Explain the difference between a sidewalk and a crosswalk.

- A sidewalk is a place separated from the street made for pedestrians.

- A crosswalk is a path that crosses the street at an intersection where pedestrians can cross the street. It can be either marked (painted) or unmarked.

- If you're about to cross the street and there's a car stopped at the stop sign, who should you make eye contact with?

- It is important to make eye contact with the driver.

- Besides looking with your eyes, what is another one of your senses you can use to determine if a vehicle is approaching?

- You can use your ears to listen for an approaching vehicle.

- Where is the safest place to cross?

- It is safest to cross in a crosswalk at the corner of the intersection.





5 QUESTION GAME (CONTINUED)

- List the steps needed to cross the street between two parked cars.

- Stop at the curb.
- Look and listen to make sure the cars are parked.
- Step in between the two cars, far enough into the street to be able to see to the left and right.

- When you determine if it safe to cross, walk across the street.

- What would you do if you look to the left a second time and see a vehicle approaching?

- After the vehicle passes, you need to start over and look left-right-left and ahead and behind again.

- What should you do when there is a green light or a walk signal?

- You still need to check for yourself to make sure that it is safe to walk. Vehicles could be turning left or right that would cross through your path.

- What are three types of transportation that do not pollute?

- Biking, walking, canoeing, skating, running, etc.



CONCLUSION

- 1. The second day of Walking Wisdom includes:
 - Learning about hazards.
 - A walk around the outside of the school.

DAY 2: HAZARDS & OUTSIDE WALK

INSIDE

REVIEW

- 1. Review topics from the first class:
 - How many people walked to school today?
 - Why do people walk?
 - What do we call someone who walks?
 - What does it mean to be predictable and how does staying predictable keep us safe?

- What does it mean to be visible and how does staying visible keep us safe?

- What is pollution and why is it bad for the environment?
- Besides walking, what are some forms of transportation that are good for the environment?

HAZARDS ACTIVITY

1. Define hazard.

- Ask students what a hazard is.

- A hazard is something that could be dangerous if no action is taken.

- As pedestrians, the biggest hazards we need to look out for are vehicles, but there are other things that we could encounter that are also hazardous.

2. PEDESTRIAN HAZARDS WORKSHEET

- Have students complete the Pedestrian Hazards worksheet.
- Discuss the hazards present on the worksheet.

- Crack in the sidewalk, wild animals, road construction, drivers not paying attention, etc.

3. BRAINSTORM additional hazards:

- Ask students to brainstorm additional hazards:
- Rain/snow, untied shoelaces, driveways, dogs, strangers.
- Discuss where or to whom students are able to go in case they need help:
 - Ex. Police, library, teacher, family member, etc.



OVERVIEW

- Review
- Hazards Activity
- Outside Walk
- Conclusion

OBJECTIVES

Students will learn how to identify and avoid hazards which might be encountered while walking.

Students will learn and demonstrate safe practices for street crossings.

MATERIALS

 Pedestrian Hazards worksheet



PREPARE TO GO OUTSIDE

- 1. Explain outside walk activity.
 - Short walk near the school to practice some of the skills needed to be safe pedestrians.
 - This is not recess.

- Students must pay attention to instruction and only cross the street if told to do so.

- 2. Preparation before going outside.
 - Line up in partners
 - Shoelace check
 - Get jackets as needed

W OUTSIDE

OUTSIDE WALK

3. Outside activity:

- Identify vocabulary words used in class: curb, sidewalk, crosswalk, traffic sign, traffic signals, hazards.

- Talk about the importance of looking before crossing a driveway.

- Have partners practice crossing the street at an intersection.

- Time permitting, have partners practice crossing between two parked cars, following the guidlines described on the first day.

CONCLUSION

1. Discuss any Safe Routes to School activities happening at the school like participation in Walk & Bike to School Day.

2. Thank students for their participation and conclude the program.

APPENDIX





RELEASE & CONSENT FORM

Student's Name:		
Teacher's Name:	 	

School Name: ____

biking:

Dear Parent/Guardian,

Your child has been given the opportunity to participate in a Bike Driver's Ed, a Safe Routes to Schools bicycle education program. The program is a two-week comprehensive curriculum offered by the Wisconsin Bike Fed that will teach traffic laws and skills through classroom activities and on-bike skills practice. Students will learn skills such as helmet use, hand signals, traffic signs, maneuvering through intersections and out of driveways. The on-bike portions of the curriculum will be conducted on the school grounds and surrounding community streets. Bicycles and helmets will be supplied by the Wisconsin Bike Fed for students to use during these classes.

All students must have this consent form signed by a parent or legal guardian in order to participate. The following conditions apply:

1. All participants will be taking part in physical activity, mainly bicycling. Individuals in average health will be able to comfortably participate; it shall be each individual's responsibility to be sure they are in a healthy condition. PLEAE INFORM US OF ANY HEALTH ISSUES, such as need for inhalers, or other existing conditions, which may make it difficult for your child to participate.

 Bicycle riding will occur both on the school grounds and on streets, therefore, all activities are potentially dangerous. Participants must adhere to the rules set out in class in order to assume responsibility for their risk.
 Neither the Milwaukee Public Schools nor the Wisconsin Bike Fed will assume legal liability for any program participants.

4. If my child is participating in this program using his/her own bicycle and/or helmet, I agree to inspect the bicycle and/or helmet prior to the course to ensure each item is safe for my child's use. I understand that the Wisconsin Bike Fed cannot inspect the bicycle or helmet for safety and that I must do so. I specifically understand that bicycle helmets are considered unsafe if they have been worn in a crash, no matter how slight, or if they have been dropped from a height more than three feet onto any hard surface, or are over five years old. I understand that this is the case even if the helmet shows no visible signs of damage.

I, (parents/guardian), give my consent	for (child)
to participate in the Safe Routes to Schools Bicycle Driver's Ed progra	am. I hereby release the Safe Routes to Schools
instructors, Milwaukee Public Schools, the Wisconsin Bike Fed, the s	tate of Wisconsin and any other program par-
ticipants from any and all liability with relationship to participation to	the Safe Routes to School bicycle education
program.	

Parent / Guardian Signature	Date
I also give permission for the Wisconsin Bike Fed to use pl	notographs of my child taken during the Safe Routes to
School program to be used in print and online materials:	Yes No
Please list any medical needs, such as use of inhalers, or o	ther items that are pertinent to your child's safety while


FORMA DE PERMISIÓN

Nombre del Estudiante: ______ Nombre del Maestro: ______ Nombre de la Escuela: _____

Estimados padres/encargados:

Su hijo/hija a fue seleccionado para participar en el programa de seguridad de ciclismo llamado Safe Routes to School. Este programa es un currículo ofrecido por la Federación de Ciclistas de Wisconsin, en dónde se enseña los conocimientos del tráfico de bicicletas con actividades fuera del salón de clases por medio del tiempo compartido. Las mismas serán en el patio de la escuela y las calles cercanas. Todo participante necesita tener un permiso firmado por su padre/encargado para poder participar. Se aplicarán las siguientes reglas:

1. Todos los participantes tomarán parte en actividades físicas, principalmente el montar bicicleta. Los estudiantes necesitan estar en buen estado de salud y son responsables de informar si tienen algún problema.

2. Usaremos las bicicletas en la calle, con posibilidad de algún peligro. Los estudiantes necesitan seguir nuestras reglas y asumir responsabilidad para su propio bienestar.

3. La Federación de Ciclistas de Wisconsin y las Escuelas Públicas de Milwaukee no se responsabilizan de alguna situación legal que pueda surgir. Los participantes deben de asumir la responsabilidad de la misma.

4. Si su niño está tomando este curso usando su propia bicicleta o casco protector, es su deber revisar la bicicleta y el casco antes del comienzo del programa. Entienda que los cascos protectores no funcionan debidamente si ya han sufrido algún accidente o tienen más de cinco años de uso. Los mismos no funcionan adecuadamente aunque usted lo vea perfectamente bien.

<u>\</u>	1,	~	
- 1	L	J	

_____ doy permiso a mi hijo/hija_____

a participar en el programa Safe Routes to Schools. Los maestros de la programa, las Escuelas Publicas de Milwaukee, la Federación de Ciclistas de Wisconsin, y el estado de Wisconsin no se responsabilizan por alguna situación legal que pudiera surgir durante la duración del programa.

Firma del padre/encargado

/ / Fecha

También, yo autorizo la Federación de Ciclistas de Wisconsin a que tomen fotos de mi hijo/hija durante el programa y que las mismas pueden ser usadas en materiales publicados: Si No

Por favor anote cualquier necesidad médica, como el uso de inhaladores, u otros que sean pertinentes para la seguridad, mientras que su monta bicicleta:

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PROGRAM DAYS





MY DREAM BIKE:

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Ddraw	A PICTURE OF	YOUR DREA	M BIKE IN 1	THE SPACE	ABOVE.

2) My favorite time riding my bike was when: _____



NAME:	ed on the den in the road and on nay be driven in the road and on	Vehicles must travel on the side of the road and in the direction as traffic.	Bike commuters ride to the right, from the curb unless passing a parked car or turning left.	Vehicles must obey all and signals.	must use front lights rear lights to stay visible at night.
RULES OF THE ROAD	Bikes used for may not be use Bikes may be rid Motor vehicles m	word Bank senses illegal bike paths	seatbelt right afeet crash red	turning traffic signs hand signals white braking	ehicles must show they are and Are blicles use turn signals and and
	It is to use to use the adphones while operating a vehicle. Bikers need to use all of their to help keep them safe.	١	People using vehicles must use safety equipment to protect themselves in case they Bikers must use a	to protect their brain. People in motor vehicles use a	Bikers u Motor ve brake lig



RIDING IN THE ROAD





😻 Look left-right-left any time there is cross traffic.

- 🛞 Look behind them to check for approaching vehicles before moving left.
- 🕨 Use hand signals to warn others they are going to brake or turn.

🐼 Ride 3 feet away from the curb except when turning left or passing a parked car.



PRACTICE WORKSHEET



STEP 1: Draw the line the bike will make.

STEP 2: <u>Label "LOOK" or "L"</u> in all the places where the biker needs to look either left-right-left or behind for other vehicles.

STEP 3: <u>Label "SIGNAL" or "S"</u> in all the places the biker needs to signal braking or turning.





NAME

DIRECTIONS

- STEP 1: Circle the type of intersection: Uncontrolled 2-way 4-way
- STEP 2: Circle which vehicles must yield.
- STEP 3: Circle how you determined the vehicle which must yield: Rule 1 Rule 2 Rule 3 Traffic Signs



RULE 1: Vehicles must yield the Right of Way to the first vehicle that stops at the intersection.



RIGHT OF WAY RULES

RULE 2: Vehicles must yield the Right of Way to the vehicle farthest to the right.











STEP 3: Rule 1 Rule 2 Rule 3 Traffic Signs























STEP 2: Using colored pencils if they are available, draw the safest routes each biker could take to get around his or her neighborhood.

- 1) Adrian wants to bike from his house to South Shore Park.
- 2) Celeste wants to bike from Trowbridge School to Ben's house, then home.
- 3) Ben wants to get a lot of exercise by biking the biggest loop possible around his neighborhood.

BIKE DRIVER'S ED TEST



RIDING IN THE ROAD (3PTS EACH)

STEP 1: <u>Draw the line</u> the bike will make.

STEP 2: <u>Label "LOOK" or "L"</u> in all the places where the biker needs to look either left-right-left or behind for other vehicles.

STEP 3: <u>Label "SIGNAL" or "S"</u> in all the places the biker needs to signal braking or turning.



5)	 Which of the following will NOT help you to stay safe while biking? A. Using lights while riding at night. B. Using hand signals before turning. 	 10) A traffic light ahead of you turns yellow and you have enough time to stop, you should: A. Look and if there is no traffic, continuing biking through the intersection. B. Continue biking and stop where you are when the light turns red.
	 C. Listening to music on your neadphones. D. Chashing your bills for sofety hafave viding. 	C Claudeur and stan before the intersection
	D. Checking your blke for safety before riding.	C. Slow down and stop before the intersection.
6)	How far from the curb or parked cars should you ride? A. 3 feet.	D. Speed up to go as quickly as you can through the intersection.
	B. 6 feet.	11) What is <u>NOT</u> something you should do when exiting an alley or driveway?
	C. As close as possible.	A. Check for pedestrians before crossing the sidewalk.
	D. Always in the center of the street.	B. Stop at the end of the driveway.
7)	The best way to <u>AVOID A HAZARD</u> is by: A. Riding only at night.	C. Look left-right-left for cross traffic.
	B. Paying attention to your surroundings while biking.	D. Ride quickly into the street to get ahead of traffic.
	C. Always riding as close to the curb and parked cars as possible.	12) Before moving left to pass a parked car, the <u>MOST IMPORTANT</u> thing you need to do is:
	D. Riding with your eyes closed.	A. First swerve right to get the attention of other vehicles.
8)	Which of these is <u>NOT</u> a traffic law?	B. Look behind you for approaching vehicles.
	A. Bikers must follow all traffic signs and signals.	C. Begin riding faster to pass the car quickly.
	B. Bikers must ride their bikes on the right side of the road.	D. Signal your turn.
	C. Bikers must use lights at night.	13) Right of Way is a system of rules which tells all road users:
	D. Bikers must ride their bike in the opposite direction as traffic.	A. Which vehicle must yield to another at an intersection.
		B. Which size bike you should ride.
9)	A. Act hurried and rushed.	C. Who can ride on the Freeway.
	B. Pass another vehicle.	D. What times of the day you are allowed to bike.
	C. Waiting your turn by letting others go first.	
3	D. Stop suddenly without reason.	

6 CIRCLE TRUE OF FALSE FOR THE QUESTIONS BELOW. (1PT EACH)

1) A bicycle ridden in the road is a vehicle. True False

2) Human brains CANNOT heal themselves, which is why it's important to wear a helmet. True False

- 3) Your bike fits correctly when you can only reach the pedals when standing. True False
- 4) Standing up while braking may cause you to loose control of your bike. True False
- 5) Riding your bike in the OPPOSITE DIRECTION as traffic is safest. True False
- 6) Swerving unpredictably to the left and right when biking helps keep you safe. True False
- 7) Vehicles exiting alleys and driveways must yield to traffic on the road. True False
- 8) It is important to pass parked cars as closely as possible. True False
- 9) You do NOT need to look behind you for approaching vehicles before moving left. True False











BIKE DRIVER'S ED EVALUATION

Teacher's Name:		F	Room #:	
School Name:				
Grade:	Length of Program:	1 week	2 week	Other:

1. Overall, how do you rate the program?	1 2 3 4 5 poor average outstanding
2. What level of knowledge do you think the students had of bicycle safety prior to the program?	1 2 3 4 5 poor average outstanding
3. What level of knowledge do you think the students have now, after the program?	1 2 3 4 5 poor average outstanding
4. Do you feel that the content of the program was valuable to the students?	Yes / No
5. Did you feel that the content of program was age appropriate? If no, please specify:	Yes / No
6. What do you see as the strengths of the program?	
7. What do you see as the weaknesses of the program?	
8. Would you like to receive this program again and if so, when?	



PEDESTRIAN HAZARDS



CIRCLE THE 10 HAZARDS PRESENT IN THE PICTURE BELOW.





WALKING WISDOM EVALUATION

Teacher's Name:		Room	#:	
School Name:				
Grade:	Length of Program: 1	1 day 2 d	ays 3 days	5

1. Overall, how do you rate the program?	1 2 3 4 5 poor average outstanding
2. What level of knowledge do you think the students had of pedestrian safety prior to the program?	1 2 3 4 5 poor average outstanding
3. What level of knowledge do you think the students have now, after the program?	1 2 3 4 5 poor average outstanding
4. Do you feel that the content of the program was valuable to the students?	Yes / No
5. Did you feel that the content of program was age appropriate? If no, please specify:	Yes / No
6. What do you see as the strengths of the program?	
7. What do you see as the weaknesses of the program?	
8. Would you like to receive this program again and if so, when?	









NEITHER VEHICLE NEEDS TO YIELD.

BOTH VEHICLES NEED TO YIELD AND CONTINUE WITH CAUTION.

RIGHT OF WAY RULES





turning yield the Right of Way to vehicles that are continuing straight.

STOP

T

1

1

STOP

Rule 3 Traffic Signs

2-way 4-way

G

ł

1

4-way

THE BIKE SHOULD YIELD IN CASE THE CAR TURNS FIRST.



STEP 2: Using colored pencils if they are available, draw the safest routes each biker could take to get around his or her neighborhood. A VARIETY OF ROUTES CAN BE CHOSEN FOR EACH OF THE FOLLOWING.

- 1) Adrian wants to bike from his house to South Shore Park.
- 2) Celeste wants to bike from Trowbridge School to Ben's house, then home.
- 3) Ben wants to get a lot of exercise by biking the biggest loop possible around his neighborhood.



 CIRCLE TRUE OF FALSE FOR THE QUESTIONS BELOW. (1PT EACH) A bicycle ridden in the road is a vehicle. True False 	 Human brains <u>CANNOT</u> heal themselves, which is why it's important to wear a helmet. True False Your bike fits correctly when you can only reach the pedals when standing. True False 	4) Standing up while braking may cause you to loose control of your bike.	 5) Riding your bike in the <u>OPPOSITE DIRECTION</u> as traffic is safest. True False 6) Swerving unpredictably to the left and right when biking helps keep you safe. True False 7) Vehicles exiting alleys and driveways must yield to traffic on the road. True False 	8) It is important to pass parked cars as closely as possible. True False	9) You do <u>NOT</u> need to look behind you for approaching vehicles before moving left. True False	STEP 1: STEP 1: STEP 1: STEP 1: Circle the type of intersection: Circle the type of intersection: Circle the type of intersection: Uncontrolled 2-way 4-way	STEP 2: Gride which Circle which wehicle must yield must yield must yield must yield must wield must wield		WHAT IS SOMETHING NEW YOU LEARNED IN THE PROGRAM? (1PT EXTRA CREDIT!) A VARIETY OF ANSWERS CAN BE GIVEN.
 10) A traffic light ahead of you turns yellow and you have enough time to stop, you should: A. Look and if there is no traffic, continuing biking through the intersection. 	B. Continue biking and stop where you are when the light turns red.	D. Speed up to go as quickly as you can through the intersection.	 What is <u>NOT</u> something you should do when exiting an alley or driveway? Check for pedestrians before crossing the sidewalk. 	B. Stop at the end of the driveway.	C. Look left-right-left for cross traffic.	 12) Before moving left to pass a parked car, the <u>MOST IMPORTANT</u> thing you need to do is: A. First swerve right to get the attention of other vehicles. 	 Look behind you for approaching vehicles. C. Begin riding faster to pass the car quickly. D. Signal your turn. 	 13) Right of Way is a system of rules which tells all road users: A. Which vehicle must yield to another at an Intersection. 	 B. What size bike you should ride. C. Who can ride on the Freeway. D. What times of the day you are allowed to bike.
 Which of the following will <u>NOT</u> help you to stay safe while biking? A. Using lights while riding at night. B. Using hand signals before turning. 	Cultication to music on your headphones. D. Checking your bike for safety before riding.	 How far from the curb or parked cars should <u>v</u>ou ride? 	 B. 6 feet. C. As close as possible. 	D. Always in the center of the street.	 The best way to <u>AVOID A HAZARD</u> is by: A. Riding only at night. B. Paying attention to your surroundings while biking. 	 C. Always riding as close to the curb and parked cars as possible. D. Riding with your eyes closed. 	 Which of these is <u>NOT</u> a traffic law? A. Bikers must follow all traffic signs and signals. B. Bikers must ride their bikes on the right side of the road. 	C. Bikers must use lights at night. Bikers must ride their bike in the opposite direction as traffic.	 9) Yielding means to: A. Act hurried and rushed. B. Pass another vehicle. Maiting your turn by letting others go first. D. Stop suddenly without reason.



PEDESTRIAN HAZARDS

CIRCLE THE 10 HAZARDS PRESENT IN THE PICTURE BELOW.

