Station 7: Balance skills

**Crash avoidance:** Sudden swerve. Maintaining control of your bicycle and development of instinctive reaction.

**Beginners:**
- Kids have fun with and learn these skills quickly
- Smaller bikes help new riders
- Learning from their mistakes strengthens familiarity with their bike
- Smile while you pedal!

**Advanced:**
- Ride the balance activities from both directions
- Put two riders in the activity at the same time
- Pedal while looking up, incorporated distractions
- Ride drills one handed
- Imagine hazards and reacting to them

**Drivers:** Slow down, wait until it is safe to move over and pass. Allow a minimum of three feet between the right most part of your can and the left-most part of the bicycle. Be prepared for kids to swerve and turn unpredictably.

Tight Turn Bay
Station 7: Balance Skills Activity

**Crash avoidance:** Sudden swerve. Maintaining control of your bicycle and development of instinctive reaction.

Give lots of positive feedback and encourage new riders. Help them understand that mistakes help them get better, ask questions, walk through improvements. Notice each child’s ability and offer additional challenges when they begin mastering a skill.

**Figure Eights**
- Draw several 3-foot-wide and 10-foot-long lanes, with start and finish lines, like a track.
- Pedal as slowly as possible.
- Leave your lane or touch the ground and you are out.
- The last one to cross the finish line wins!

**Slow Race**
- Draw several 3-foot-wide and 10-foot-long lanes, with start and finish lines, like a track.
- Pedal as slowly as possible.
- Leave your lane or touch the ground and you are out.
- The last one to cross the finish line wins!

**Make it fun:** Time kids and have contests. Intentionally distract kids, stand close to the edge of the activity area, hold up fingers for them to count, add an obstacle.

**Drivers:** Slow down, wait until it is safe to move over and pass. Prepare for kids to swerve and turn unpredictably, expect the unexpected. Be patient and understanding.