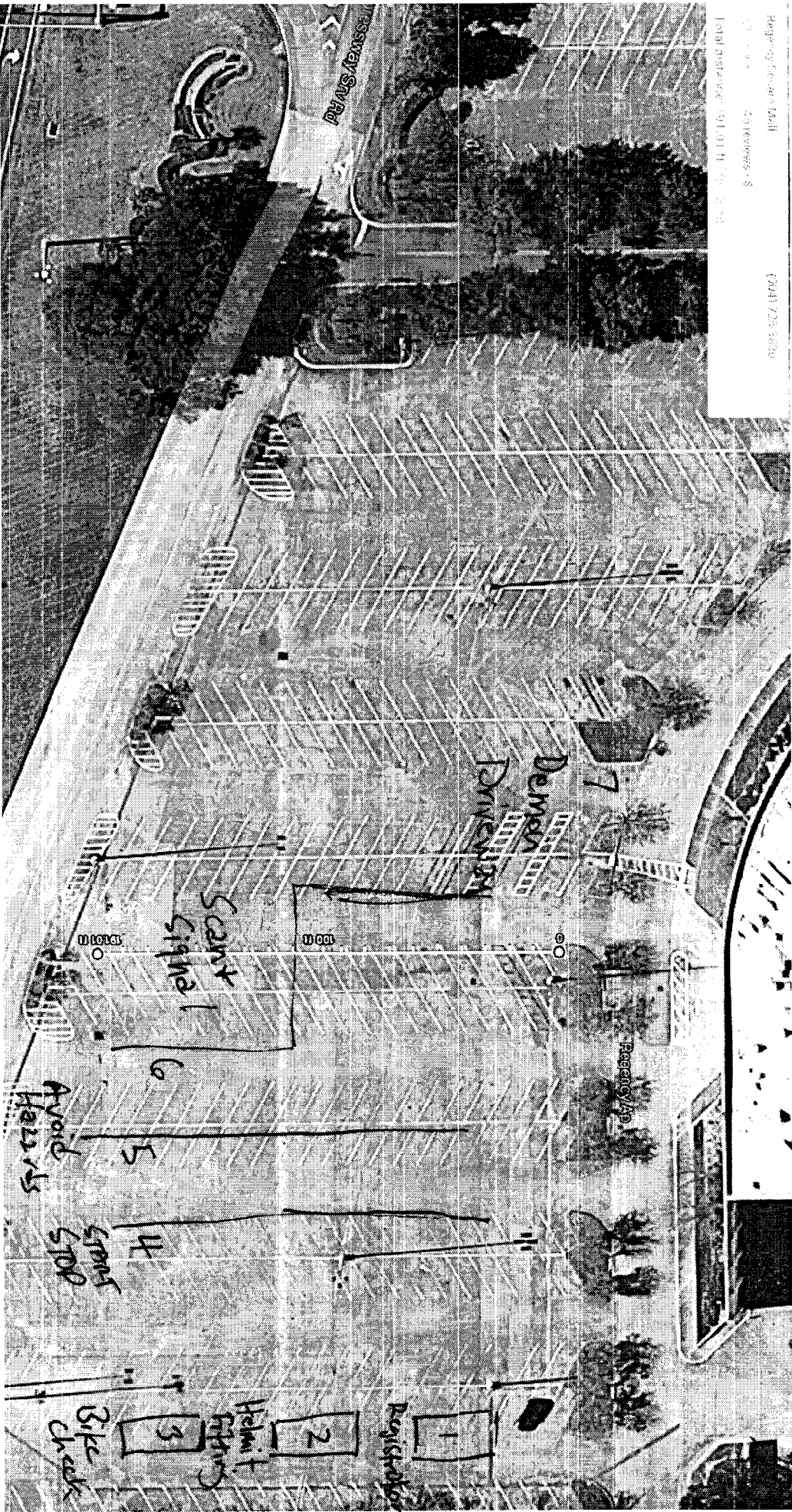


STATION SUMMARY

1. Registration Tent-NFBC
2. Helmet Fitting
3. Bike inspection
4. Starts & Stops-Red light/green light
 - Once child can start/stop, instructor calls out red light for child to stop, green light to go. 3 repetitions, time permitting. Combine with Station 5-Avoid Hazards
5. Avoid Hazards-Rock Dodge
 - Quick turn to avoid obstruction in road.
6. Scanning & Signal
 - Instructor will call out to look back and child needs to say whether they see instructor holding up car prop. Line lane with traffic cones to have child keep narrow track.
 - Teach to signal by pointing in direction of turn.
7. Demon driveway
 - Combine skills. Emphasize stopping at sign, looking for cars at intersection, signaling R or L as appropriate, riding in direction of traffic, watching for cars (demon driveway spot indicated).





Start and Stop

Basic
Intermediate
Advanced

* Station Objective:

- To teach participants how to start and stop their bicycles safely and efficiently.
- To show participants how to stop and dismount efficiently.



Those who bicycle in traffic would benefit greatly from learning how to perform an emergency stop. While it won't be covered in the cycling skills clinic because it is a more advanced skill, it bears mentioning to volunteers and to parents, if they are present, that this skill exists and learning it can enhance the safety of the cyclists. An emergency stop is applied when a bicyclist needs to act very quickly and decisively to prevent a crash. A couple examples would be if a bicyclist is not able to safely swerve around an obstacle in the roadway and must stop, or if a motorist cuts in front of a bicyclist's path. By performing an emergency stop procedure versus a regular stop procedure, it is less likely that the bicyclist will fly over the handlebars, as would otherwise be the case.

Station Description:

Participants will practice starting the bicycle, ride a distance to practice balance, and then come to a complete stop at a marked location. The rider will then start again, make both turns on the course and continue on the course to the next marked spot for stopping. Once again the rider will start and continue back to the starting point, getting behind the last person in line to repeat the station. The participant should repeat the course three times if time permits.

Traffic Safety Implications:

Starting with power and confidence is important to be able to ride without wobbling. The best way to start is by putting the pedal in an "up" position and pushing down on the pedal as one moves up onto the seat. Properly stopping the bike means not skidding the bike to a stop or dragging one's feet to stop. This skill is usually overlooked by people as it is a basic for bicycle riders. These maneuvers will make for much more controlled riding and help to avoid crashes during the clinic.



- **Coaster brakes** - Make sure that the rider knows to pedal backwards to stop the bike.
- **Hand brakes** - Make sure that the rider knows to stop by squeezing both brakes evenly together and that the rider's hands are big enough and strong enough to grasp the brake levers. Note: Hand brakes are usually not on children's bicycles because their hands are not yet big enough.



Equipment and Supplies:

- Station sign
- Materials to create the layout as shown in the diagram:
 - Chalk or tape to mark the lanes and to mark the starting and stopping points.
 - Measuring tape to establish the width and length of the lanes as shown in the diagram.
- Four cones or items to use to designate the starting and ending points of the station. Place two cones at the start and two at the end, far enough away from the course to keep the children from running over them even with training wheels.
- Pens/pencils for volunteers to sign progress cards.

Station Staffing:

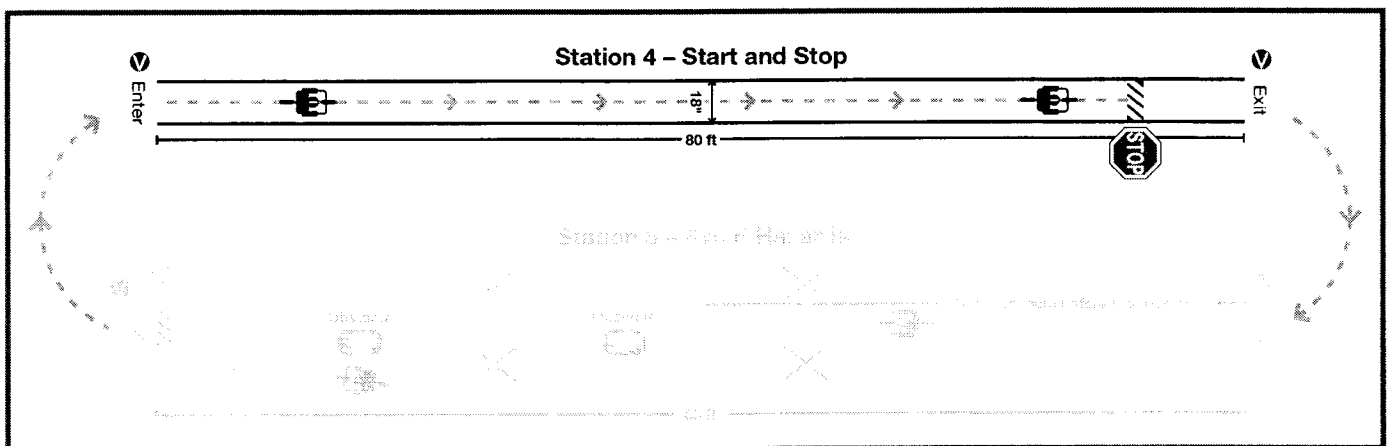
Station leader and one assistant; station leader at the beginning and another volunteer at the end of this station.

Time:

Approximately 1 minute per loop. A loop consists of going through Stations 4 and 5 and back to the beginning of Station 4. Each participant does 3 loops, *time permitting*

Station Setup:

- With chalk or tape, mark 2 parallel lines 18 inches apart and ideally 80 to 100 feet long. If space is limited the length can be reduced to 60 feet.
- Mark a designated spot using tape or chalk where the participants will come to a stop before the end of the pathway. (Displaying handmade stop signs or props are ideal but not essential.)
- Position a volunteer at the stopping point in Station 4 to direct the traffic into Station 5.



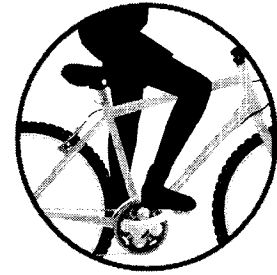
See Appendix L for Station Legend



Discussion With Participants:



- Pedal position for starting and why it is important.
- Importance of practicing starting and stopping in a safe environment.



Procedure:

- The leader demonstrates going through the station while everyone watches, showing starting and stopping at the marked locations on the station course.
- Allow riders to practice the **procedure for starting**.

- Line participants up side-by-side to allow each of them to practice the steps below before going through the course.

- Straddle the bicycle with both feet on the ground – do not sit on the seat.



- Raise one pedal in an up position (at about 2 o'clock); this allows the bicyclist to push down on the pedal to start. (See below for more detailed instructions.) Either the left or right pedal can be used, depending on preference.

- With one foot on a pedal and one foot on the ground, push off with the foot that is on the ground and at the same time stand on the raised pedal—do not pedal after pushing off.

- Coast to a stop while standing on the pedal that has been pushed down. When the bicyclists are comfortable with this procedure, have them place their second foot on the pedals, their backsides on the seats, and keep pedaling to the end of the station.

- Once the participants have practiced this a few times, line them up at the starting position to go through the course.

- Once participants have practiced starting a few times, return riders to the side-by-side position and allow them to practice the **procedure for stopping**.



- Discourage stops that are executed by dragging feet.



- For coaster brake bikes, make sure the rider knows how to pedal backward to apply pressure to stop the bike.



- For hand brakes, make sure the rider squeezes the brake levers evenly with both hands. They need to know that using only one brake is not the best way to stop and can be dangerous, possibly causing them to be thrown over the bicycle or to lose control of the bicycle. Hand brakes are not the best choice for small children because their hands are too small to grip and brake adequately.



- Once participants have practiced stopping a few times, determine if you want them to practice the start and stop with bicycle dismount. This is based on your time and the level of the rider. Tell the rider the following:



- Slow down by using the brakes.
- As the bike nears a stop, slide off the seat and put your weight on a pedal in the “down” position.
- Take your other foot off of the pedal and prepare to place it on the ground when you’re going slowly enough. If you’re using hand brakes, be sure and keep pressure on the brake levers.
- Remind riders how to go through the course.
 - Instruct children that the leader will start the riders through the course one at a time by touching their helmets.
 - When the participant’s helmet is touched, the participant will ride as straight as possible to the marked locations, come to a complete stop and put their foot down on the pavement.
 - The assistant will direct them to turn back and to the end of the line to repeat the station.
 - Let children go one at a time and leave enough space so they don’t stack up in the course.
 - Have children do the complete loop as many as three times if time allows. — combine with Station 5
- Recognize that kids are likely arriving with start and stop habits that are different than what you are teaching. Expect that kids will be nervous so accepting a new approach will be stressful. Gently encourage them to try this stop and start approach.
- The first loop of going through Stations 4 and then 5 should include a discussion and demonstration of each station separately. For the second and third loops, when riders have a greater understanding and comfort, they should be spaced so they can do the two stations as a continuous loop.



Some people are more comfortable starting with the left foot; let the participant choose what is most comfortable and adjust the instructions accordingly.

* Practicing Stops With Bicycle Dismount: (optional)

- Slow down by using the brakes.
- As the bike nears a stop, slide off the seat and put your weight on a pedal in the “down” position.
- Take your other foot off of the pedal and prepare to place it on the ground when you’re going slowly enough. If you’re using hand brakes, be sure and keep pressure on the brake levers.



Station

5

Avoid Hazards



Intermediate
Advanced

Station Objective:



- To teach cyclists control and balance, and how to avoid hazards in their path while riding.

Station Description:

Participants will practice avoiding a hazard and return riding in a straight line.

Traffic Related Implications:

Children frequently fail to notice a hazard, notice a hazard too late to avoid it, or, in an attempt to avoid a hazard, they swerve too far, lose control, and crash, or end up in traffic.

Equipment and Supplies:

- Station sign
- Materials to create the layout as shown in the diagram:
 - Select materials to use for "X" and "hazards" based on availability. Consider using tape, chalk, halved tennis balls, bean bags, or dampened sponges. It does not matter whether the X and hazards are the same or different; however, it may be easier to mark X's with tape and tell the children to ride in between the X's and avoid the sponges (for example).
 - Measuring tape to establish the distance between the X and the distance between the hazards as shown in the diagram.
 - Pens/pencils for volunteers to sign progress cards.

Station Staffing:

Station leader and one assistant; station leader at the beginning and one volunteer at the end of the station.

Time:

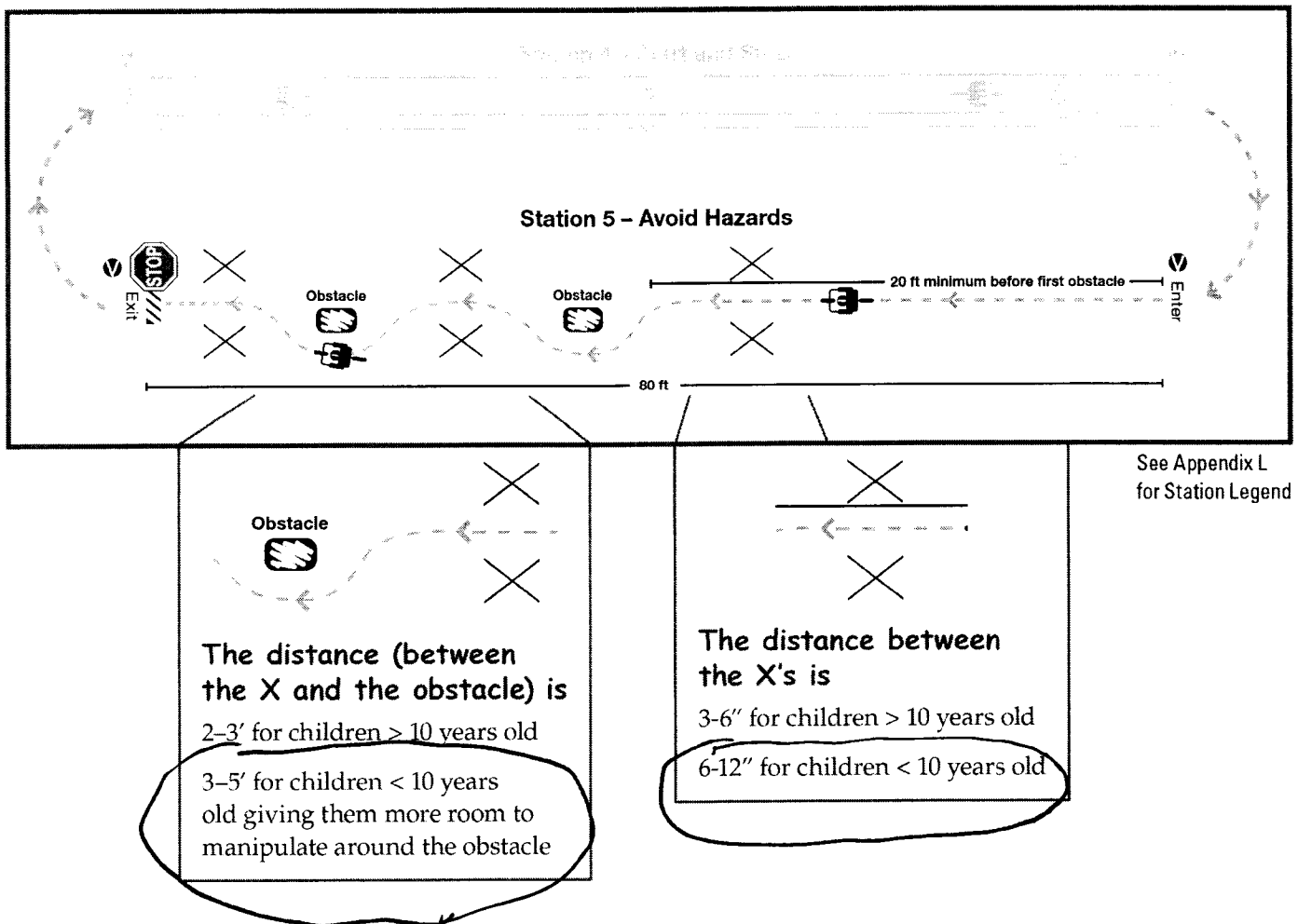
Approximately 1 minute per loop (3 loops per participant).





Station Setup:

- This station is designed to simulate a situation where a cyclist is traveling at a good speed down the roadway and suddenly encounters an obstacle. It happens fast, and can't be practiced at a slow speed. To simulate this, and if space allows, this station can be as long as 80-100 feet, with 2-3 hazards for the rider to avoid. With more limited space, this station can have as few as one hazard. Allow at least 20 feet of riding before placing the first hazard.
- If space and volunteers permit, multiple courses of this station can run side-by-side. This can allow for more than one rider can proceed at the same time or you can have one course for younger participants, and one course for older participants.
- Have a volunteer in the area of the hazards to rearrange them when they get knocked over or moved.





Discussion With Participants:

- Discuss the kinds of hazards a bicyclist might encounter when riding (glass, rocks, drain grates, sand, etc.).
- Discuss why a bicyclist needs to stay alert and avoid hazards (to avoid falls, flat tires, open car doors).

How to Avoid Hazards:

- Have participants practice looking beyond the hazards in the direction they want to ride.
- Have participants weave carefully between the hazards, staying between the sponges or items used in the X positions in the diagram shown next to Station Setup.

Procedure:



- Children will ride straight toward the object and steer around it at the last moment. They should steer by turning the handlebars first one way (to avoid the object), then turning back the other way to put the bike back in the intended line of travel.



- The biggest mistake people make with this exercise is not going fast enough toward the hazard, or making the maneuver too slowly.
- The placement of pairs of items such as tennis balls, sponges, etc., used before and after the hazard, are designed to make sure the cyclist doesn't simply make a big swerve around the hazard (think rocks or other items in the roadway).



Station

6

Scan and Signal

Basic
Intermediate
Advanced

* Station Objectives:

To teach participant the standard turn signals.

To demonstrate control of the bicycle (riding in a straight line) while scanning for potential dangers (traffic or obstacles).

To demonstrate control of the bicycle while scanning over the left shoulder and then the right shoulder to identify an object.

Station Description:

This station teaches bicyclists to maintain a straight path while looking over their shoulders to see if traffic is behind them. Looking for traffic is the first step prior to changing lane positions or turning, or signaling intent to turn. Maintaining a straight path without swerving under these conditions takes practice.

This will be the most advanced station in terms of skills required for a young or inexperienced rider. All riders need to be able to turn their head long enough to register and identify what they see.



If participants are comfortable looking over their shoulders while riding, proceed to the next step of having them practice doing the same thing while taking one hand off the handlebar. This skill will prepare them to be able to eventually ride with one hand on the handlebar while signaling with the other hand.

Ensure participants understand that riding with one hand on the handlebar is merely practice so eventually they can practice using turn signals while riding. All bicyclists should ride with two hands on the handlebars at all other times except when signaling turns.

Traffic Safety Implications:

* Many young cyclists looking back to check for traffic, swerve in the same direction as they are looking. Being able to maintain a straight a straight path increases the riders' safety.

Equipment and Supplies:

- Station sign
- Materials to create the layout as shown in the diagram
 - ▣ Chalk or tape to mark out the lanes and to mark the starting and stopping points
 - ▣ Measuring tape to establish the width and length of the lanes as shown in the diagram
- Four cones, two at the start and two at the end, placed far enough away from the course to keep the children from running over them even with training wheels



- Cardboard “car” (optional) (**Appendix K**)
- Pens/pencils for volunteers to sign progress cards

Station Staffing:

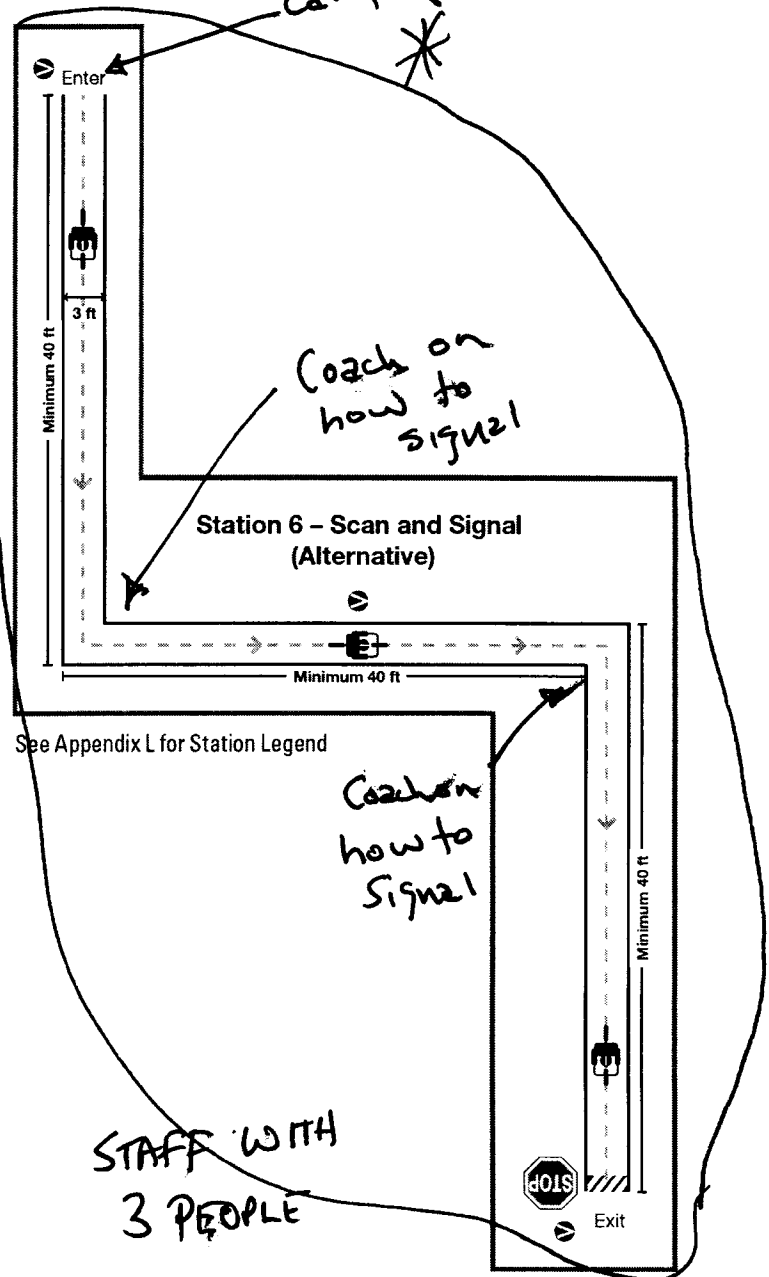
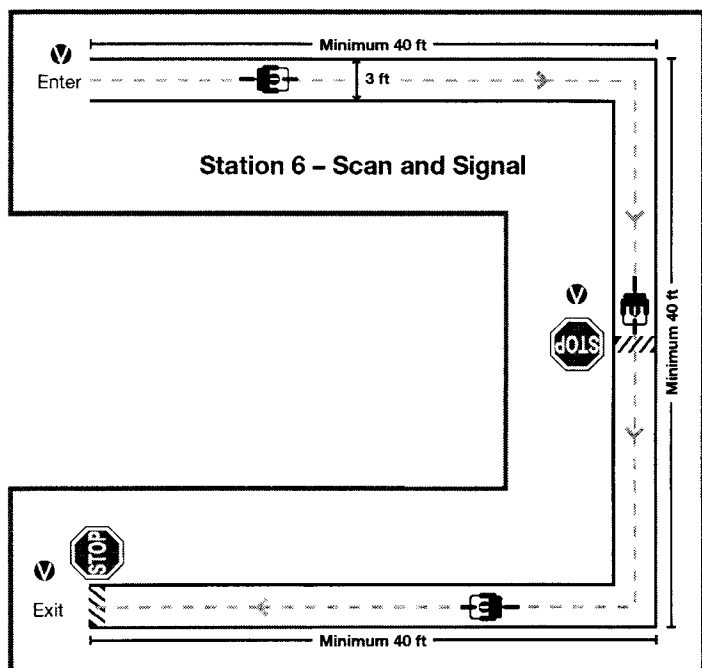
Three volunteers: one at the beginning, one in the middle, and one at the end of this station.

Time:

- * 3-4 minutes per participant. Participants can file through one after the other but they may need multiple practice attempts to learn the drill.

Station Setup:

- With chalk or tape, mark two parallel lines, 3 feet apart and ideally 80 to 100 feet long. If space is limited the length can be reduced to 60 feet. Create a “U” shape to allow for riders to ride in one direction, turn, and ride back to the starting point.
- Alternatively use the “zig zag” shape. Both shapes are suitable for practicing this skill. Choose the shape that best suits your available space.
- Provide at least 40 feet of riding before requiring the rider to turn.





Discussion With Participants:



- Discuss the need to look behind (over their shoulder) when bicycling for the presence of motorized vehicles, other bicycles, and at times, pedestrians before changing lane positions.
- Place a greater emphasis on scanning than giving hand signals; the natural tendency is to swerve left when scanning behind. The ability to maintain a straight line while looking over the shoulder takes practice. Discuss the need for children and their families to practice this skill together in empty parking lots. Once the child is more comfortable with maintaining a straight line and scanning, signaling can be added.
- While children should be taught to signal a right turn by extending the right arm straight out, it is worth mentioning the alternative method so children are able to interpret the signal if seen. The alternative right-turn hand signal is indicated by extending the left arm out and bending at the elbow to form a 90-degree angle. Point out and demonstrate the alternative right-hand turn signal occasionally used by motorists or bicyclists. This method may be used by motorists if their turn signals are not working, or by older bicyclists.

Hand Signals

It is important to teach children what the hand signals are. However, riding and signaling should only be practiced when the child is able to first maintain a straight line when riding, then able to maintain a straight line when riding and looking over the left shoulder and riding and looking over the right shoulder. Next, the child can practice riding and taking one hand off the handlebar.

Front View

Hand Signal



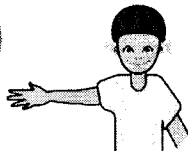
Left Turn

Extend your left arm out sideways



Right Turn

Extend your left arm out sideways bent at a ninety - degree angle at the elbow joint, hand pointing upwards and the palm of hand facing forward.



Alternative Right Turn

Extend your right arm out straight.



Stopping or Slowing

Extend your left arm sideways and have a ninety degree angle at the elbow joint and hand pointing downwards and the palm of your hand facing backwards.



- Would not try to teach to young children

Would not try to teach to young children.



Procedure:

- The leader demonstrates the hand signals.
- Allow participants an opportunity to practice hand signals (see diagram shown) while waiting their turn to ride.
- Describe the scanning procedure by first telling them and walking them through what they will be doing. Each participant will ride a bicycle three times through this station (as time permits).
 - **First run:** Take the participant through the station one at a time. Ask the participant to concentrate on riding in a straight line. For the less experienced, this alone may be a big challenge.
 - **Second run:** Have children ride straight and practice looking over their shoulders. Both hands should remain on the handlebars.
 - **Third run:** As each child rides tell the child you are going to call the child's name (or say "look") and the child is to look behind and tell you whether or not there is a car coming by saying "no car" or "car." The skill here is to encourage riders to look and to look long enough to process the information to see if a car is coming. Hold the cardboard car sign in front of you when there is a car coming and to your side when there is no car. (If you are short on signs, you can hold your hands high over your head or down to your sides, and have the participant say "up" or "down.") Stand about 10 feet behind the cyclist. Note: Adjustments may be needed for those with hearing impairments.
 - **During the third run:** If the child has demonstrated proficiency, ask the child to scan, looking behind them while trying to maintain a straight line, signal, then return hand to the handlebars and then make a turn.
- If bicyclists still needs practice scanning for traffic and riding straight, do not add the signaling; simply encourage them to keep practicing riding straight and scanning.



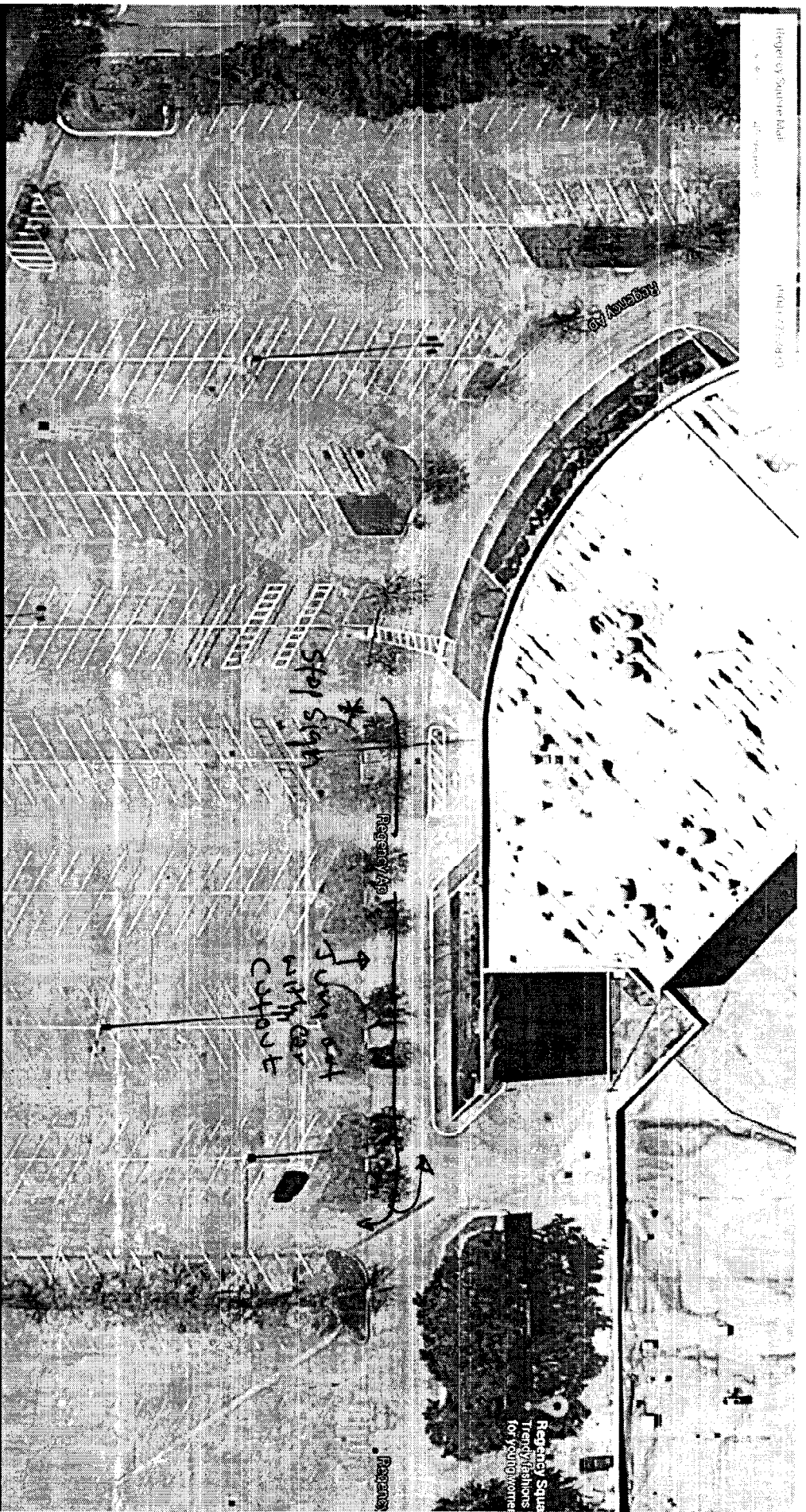
Although it's important to be predictable and signal turns, it's more important to maintain control of the bicycle. Bicyclists should not attempt to signal if they fear losing control of the bicycle.



Can do this as first run

Demon Driveway-Combine skills

- Use closed roadway but can also simulate sidewalk riding. Skills similar.
- Would be careful about telling kids to ride on street vs. sidewalk. Leave that to parents.
- STOP sign at start-emphasize looking left, then right, then left again before riding out onto street or sidewalk from side street or driveway.
- Can have child demonstrate turn signal but may be too complicated for young children.
- Emphasize riding right whether on sidewalk or road (Go with the flow of traffic). Young kids tend to wander from right side of road.
- About half way down course, volunteer with car cut out should come out from side street/driveway, surprising child. Emphasize need to remain alert.
- Can have child make U-turn and repeat course or send on to registration desk for certificate, depending on how well child did course and time permitting.



Google

Demon Driveway