

# BIKE CLUB



## VOLUNTEER GUIDE

Version 1.0





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LESSON 1

# FITTING HELMET & BICYCLE WHAT TO WEAR



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

Have a volunteer share a story about a time when a helmet protected him/her or a friend during an accident. Also share the things you do to be seen while riding.

Let your students know that head injuries are the most serious type of injury and the most common cause of serious injury for bicyclists. Bicycle helmets have been proven to reduce the risk of head and brain injury when a crash occurs by as much as 85 percent.

If a Bike Club student hasn't worn a helmet in the past, find out why. Some children don't like to wear helmets because they fear they will be teased by peers for being "geeky" or because they think helmets are unattractive, uncomfortable, or hot. Reassure them this is not the case in the cycling community and riding without a helmet is often seen as being unprepared.

## Goals

1. To appropriately fit helmets to insure cyclist safety (Helmets are required by ALL riders when on bicycle)
2. To properly fit bicycle seat height and brake levers to meet the needs of individual cyclists
3. To understand how bright clothing impacts the way motorists see you while riding

## Badges



Helmet



Bicycle



Clothing

# OVERVIEW & PREPARATION

## Overview

Volunteers will assist students with adjusting helmets and bicycles to ensure proper fit. During this time, volunteers are encouraged to stress the importance of always wearing a helmet and how properly sized equipment increases cyclist safety and makes riding more enjoyable.

Students will also receive a safety vest and be instructed to wear one, along with their helmet, during each Bike Club session.

Students will make a name tag for their helmet and utilize the tracking code (1-22) on each bicycle to identify their equipment each week.

*NOTE:* Regarding ‘Club Rules’ – Each club will establish its own rules (i.e. follow directions, respect one another, always wear a helmet, etc.)

## Preparation

1. Call the students together in a group and discuss and establish club rules
2. Divide students into small groups – typically five groups of four students works best and pair each group with a volunteer to help support fitting
3. Make sure that each volunteer has name tags and a marker to label helmets and the tools needed to adjust seat height and brake levers

## Equipment

- Helmets
- Bicycles
- Safety Vests
- Name Tags (or Tape) & Markers
- Allen Wrenches
- Drawing Supplies (Pens & Paper)

# FITTING A HELMET



## Instructions

1. Fit helmet snugly onto students head – there should be approximately two fingers distance between the eye brow and the brim of the helmet.
2. Side straps should be evenly adjusted to form a “Y” just below the ears.
3. Tighten the chin strap so no more than two fingers can fit between the chin and strap.

*NOTE:* Every rider is **REQUIRED** to wear a properly fitting helmet at all times on a bike. A bicycle helmet serves as protective equipment and could be lifesaving. Wearing one improperly is like wearing no helmet at all.



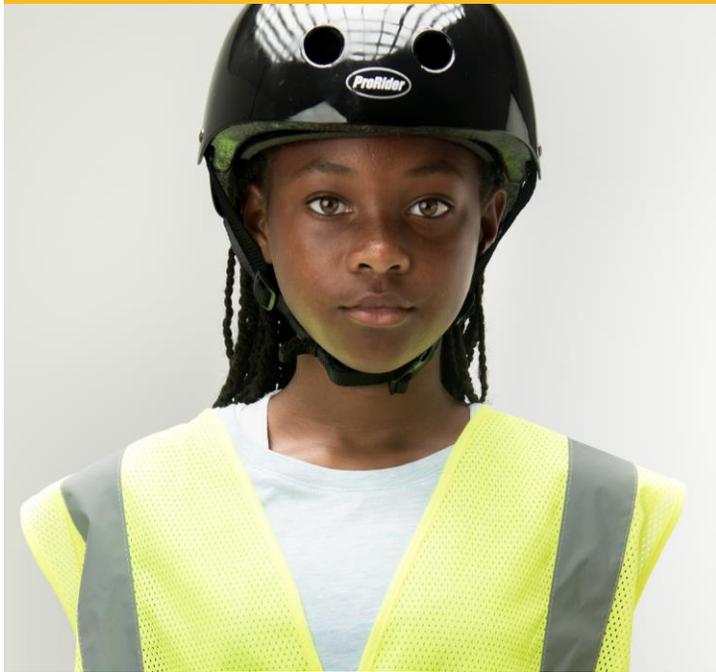
# FITTING A BICYCLE

## Instructions

1. Adjust the seat height of the bicycle so that there is only a slight bend to the knee when the rider's foot is on the pedal in the bottom position. This will maximize power and minimize fatigue.
2. Once the proper seat height has been established, have the student sit the bicycle and place their hands on the grips. While keeping their thumbs under the grips, have them extend their fingers straight out and over the brake levers. Now adjust the brake levers positioning to follow with the general alignment of the riders hand and arm – this will ensure that the rider is able to easily access the bicycles brakes while riding.



# WHAT TO WEAR



## Best practices

1. Wearing bright clothes and reflective gear helps to keep you safe. If others see you, they are less likely to run into you.
2. Be sure that loose shoestrings and/or pant legs don't get caught in your bike chain or around your pedals. Always ride your bike with shoes – never barefoot or in sandals.
3. Avoid headphones so that you are alert and aware of everything happening around you, such as car horns.



# VOLUNTEER CONNECTOR SUMMARY

**Team Builder** – Have students share how someone helped him or her today. Share these accolades out-loud and reinforce how these attributes help to make a stronger Bike Club team.

**Reinforcement** – Have students draw the following and provide a short description of why each is important:

- Helmets – A drawing showing proper helmet fit
- Bicycles – A drawing showing proper bike fit
- Clothing – A drawing showing proper clothing

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.





LESSON 2

# BICYCLE INSPECTION & PARTS RELAY



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

Have one volunteer tell about getting their car ready for a long road trip (oil check, tire check, wipers, etc.)

Q Why is this important?

Q What parts on a bike do you think are important to check?

Q Why do you think it is important to know the parts of a bike?

Q Why do think we should inspect our bikes before riding?

A *All answers are acceptable.*

Bikes are considered vehicles on the road and it is important for (repeat student answers) to be ready to ride...each and every time. A bicycle that is not road ready can be dangerous to the cyclist. The activities we will learn today are important safety checks to ensure a bicycle is safe and in good working condition before we ride.

## Goals

1. Cyclist is able to conduct the ABCD Check correctly on their own
2. Identify the basic parts of the bicycle, as measured by successful completion of the Bicycle Parts worksheet

## Badges



Inspection



Parts

# OVERVIEW & PREPARATION

## Overview

This lesson teaches students important safety checks to perform before each ride to ensure that the bicycle is in good working condition. There is an easy way to remember this. It's called the ABCD Check.

Volunteers will also teach students the many parts of a bicycle by reviewing common terms and by engaging the group in a fun bicycle parts relay game.

*NOTE:* Students should perform the ABCD Check each session before they ride their bicycles.

## Preparation

1. Arrange students in a “U” shape to facilitate all students being able to watch your instruction.
2. Use questions to prompt cyclists' thinking about the content in this activity.

## Equipment

- Bicycle Part Labels
- Tape
- Pencils or Pens
- Stop watch (phone)
- Bicycle Parts worksheet
- ABC Check worksheet

# ABCD BICYCLE INSPECTION



## Instructions

Demonstrate the ABCD Check for the whole group, going through each step and describing the use of the 'Letter' as an easy way to remind them of the steps.

Using the demonstration bike, allow students to:

1. Feel the difference between proper pressure and low pressure.
2. Squeeze each brake while pushing the bicycle forward and backward to ensure that it stops.
3. Flex the chain to test tension and wiggle the crank arm to ensure its stable.
4. Drop bicycle to check for loose or wobbling parts.

# ABCD BICYCLE INSPECTION



## A is for AIR

Tires should be hard, not soft. Explain that maintaining proper air pressure in the tires makes riding more comfortable and increases the life of the tires.

Demonstrate how to use the air pump and pressure gauge. The proper tire pressure is imprinted on the side wall of the tire.

## B is for BRAKE

Apply brakes while pushing the bicycle forward and backward to ensure that the bicycle stops.

Squeeze brake lever to ensure the distance between the brake lever and handlebar is a minimum of 1 inch.



# ABCD BICYCLE INSPECTION



## D is for DROP

Use the demonstration bike to lift it 6 inches to a foot off of the floor and then drop it on its wheels to insure nothing falls off.

Look and listen for loose or wobbling parts.

## C is for CHAIN and CRANK

The chain should be tight and completely on a gear to help prevent it from falling off. Check that the chain is free of rust and gunk.

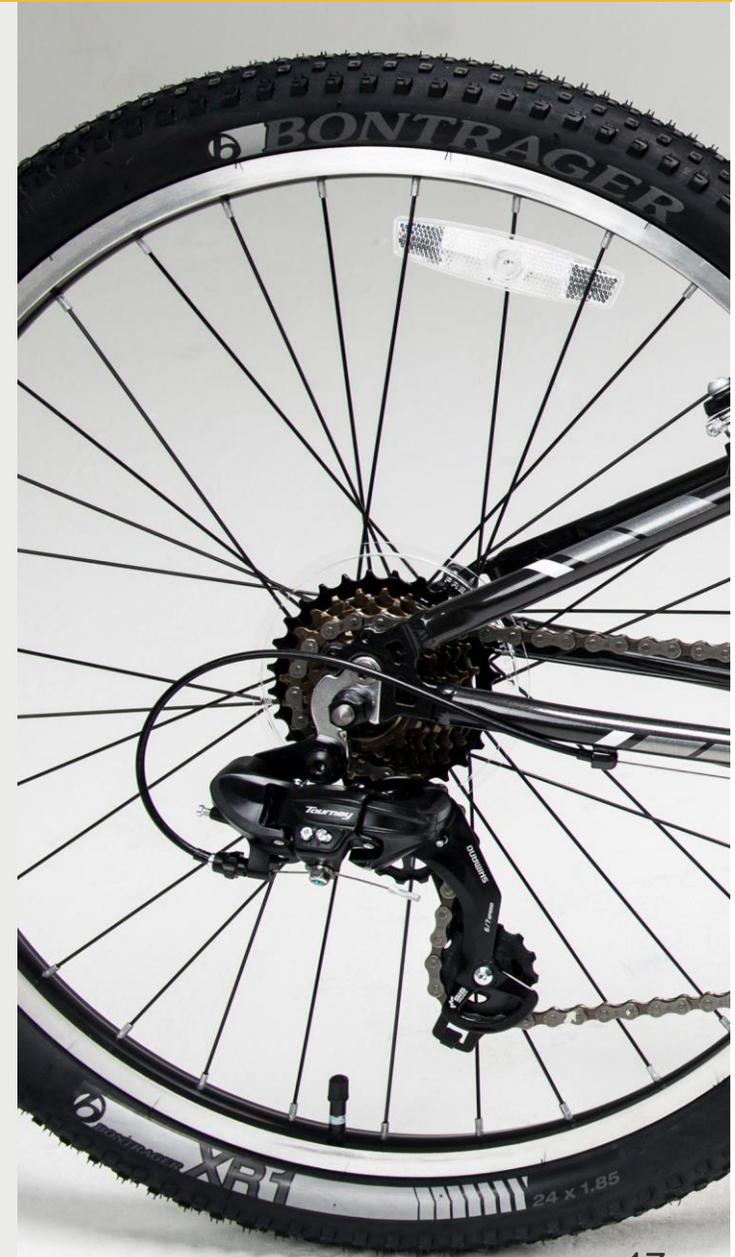
Check the cranks by grasping the crank arm and attempt to wiggle to ensure the crank is securely attached to the frame.



# BICYCLE PARTS RELAY

## Instructions

1. Mark off two lanes that are approximately 25 yards long and place two bicycles (one in each lane) at the end of the lane and a pile of Bicycle Parts cards at the start with the racers.
2. Racers form a single line behind the pile of cards on the floor.
3. On 'Go' the first student in line picks a card off the floor and runs to the bicycle at the end of their lane and "tags" that part by attaching the card to the part.
4. After tagging the part, the student runs back to their team line and high fives the next student in line so that they can tag the next part.
5. When both teams are finished, have all the students gather around the bicycles while the teacher calls out the parts to see if they are tagged correctly.



# BICYCLE PARTS RELAY

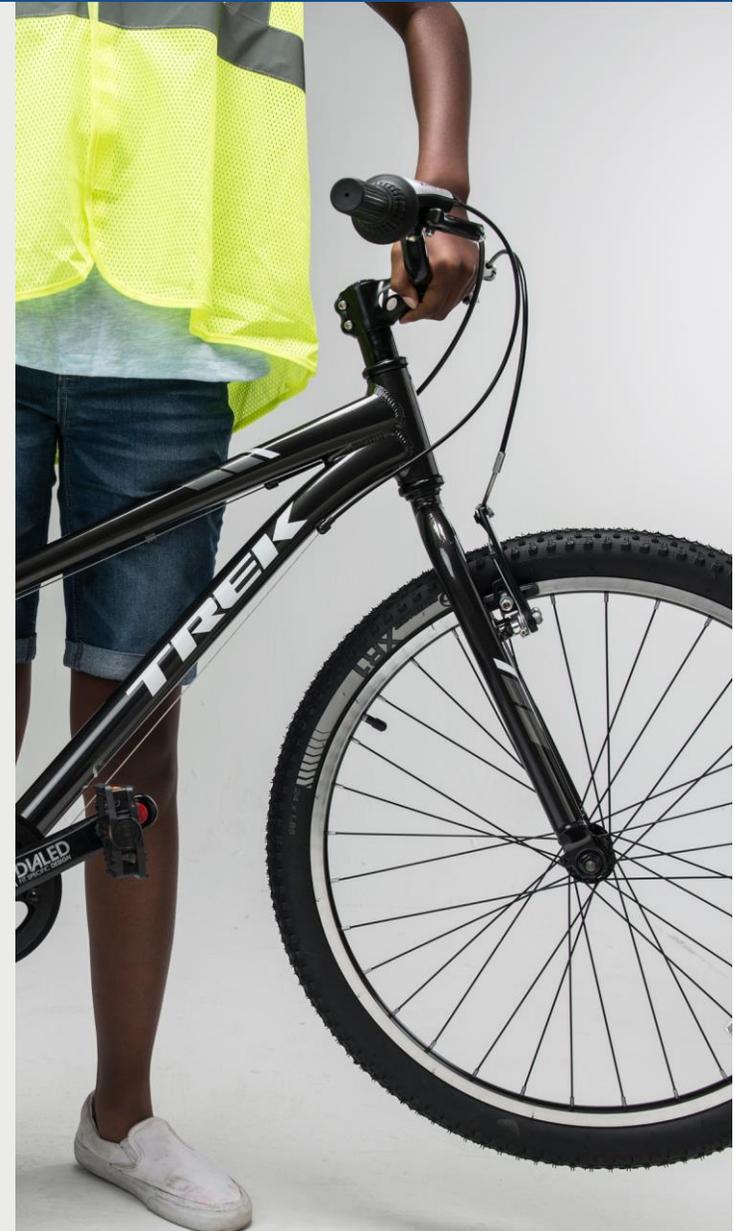


# VOLUNTEER CONNECTOR SUMMARY

**Team Builder** – Use answers to prompt discussion and review. Have cyclists share their responses out-loud.

- What does ABCD Check stand for?
- Name parts that are important to check.
- Why is it important to take a slow pre-ride safety check?
- Name five (5) parts you would find at the frame of a bike.
- Name two (2) parts that are part of the drive train

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.





LESSON 3

# POWER START & CONTROLLED STOP/BRAKING



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

How many of you have observed younger brothers and sisters or friends when they first start to walk? Do “youngers” just pop up and start walking across the room? How do the older children/adults support younger children learning to walk? Why do we support or provide a safe place to learn a new skill? What are some other beginning skills you have learned that needed support or a safe environment?

One or two volunteers briefly talk about gaining their license. Car/motorcycle.

Today and in the future all the adult bike volunteers will be providing support and a safe environment for you to learn new skills or to practice safe cycling skills. Just like one of your volunteers shared with you how they learned to drive, in order to pass a road test to become a safe driver, you too will be practicing cycling skills that will allow you to safely take trips in our community.

## Goals

1. Cyclist can get the pedal into the correct “Power” position (just forward of straight up) and start from a standing position and push off with the ground foot
2. Cyclist can demonstrate the ability to control braking and come to a complete stop safely. Cyclist understands the difference between rear and front brakes (80/20% usage)
3. Cyclist will use rear brake to stop and does not use front brake, except in an emergency situation

## Badges



Power Start



Stop/Braking

# OVERVIEW & PREPARATION

## Overview

This lesson teaches students how to start riding a bicycle in a strong, controlled manner and prevent hesitation and wobbling. This skill can be a challenging for new cyclists until they become comfortable standing on the pedals.

Almost as important as being able to balance, is being able to safely stop a bicycle. Students will also learn the difference in how the rear and front brakes each stop the bicycle by practicing braking in a controlled environment.

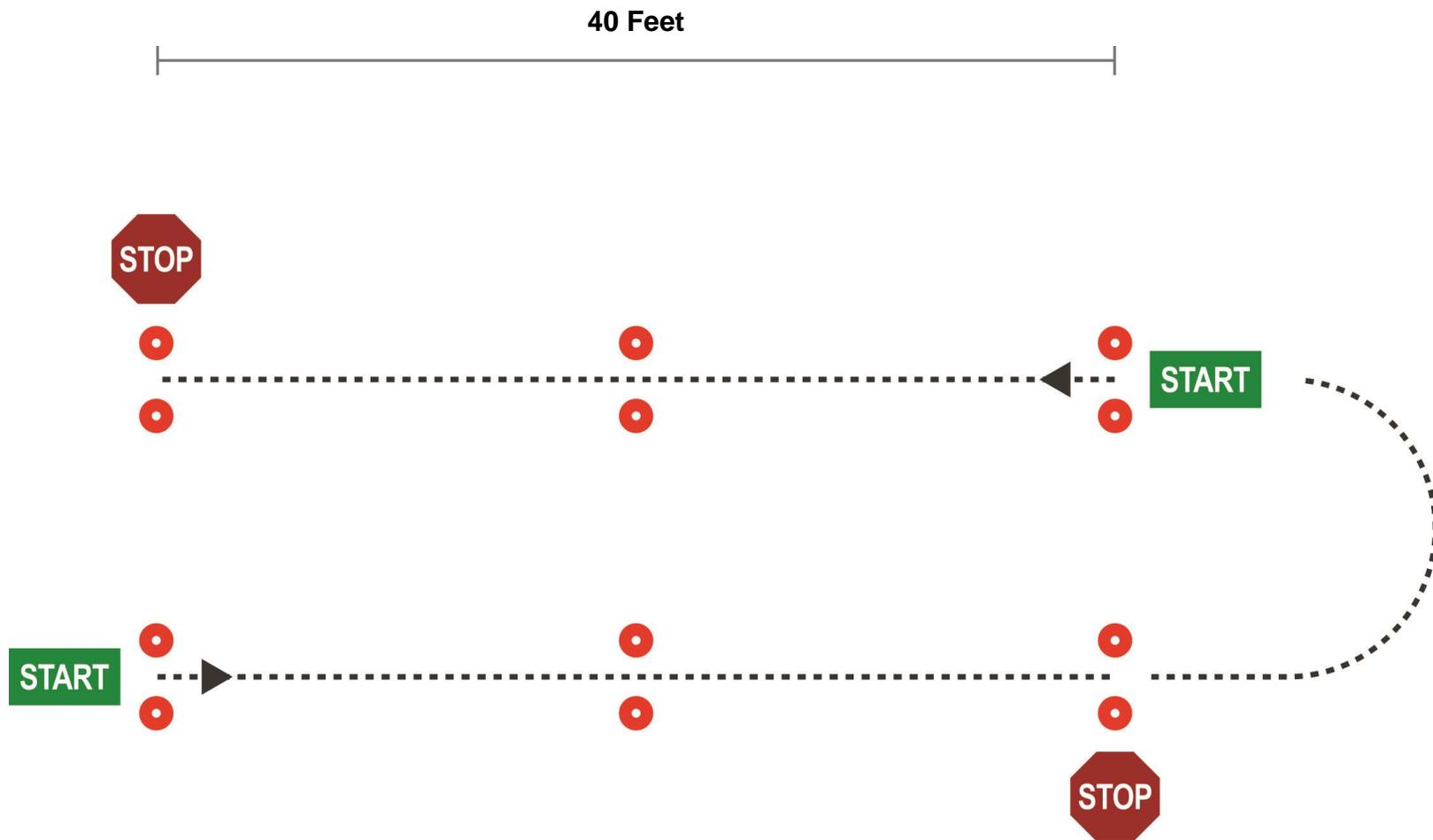
## Preparation

1. Set up two “chutes” using cones, to indicate where the student will perform the skill and the volunteers will conduct support and assessment. These areas should also serve as teaching stations in which the skill will be demonstrated for the cyclists, and where cyclists will return when instructed.
2. If bicycles have both front and rear brakes: Wrap the left handle of the bicycle with tape to discourage students from using the front brake, until proper braking skill is taught.

## Equipment

- Cones
- Stop Signs

# COURSE SETUP



# POWER START POSITION DRILL

## Instructions

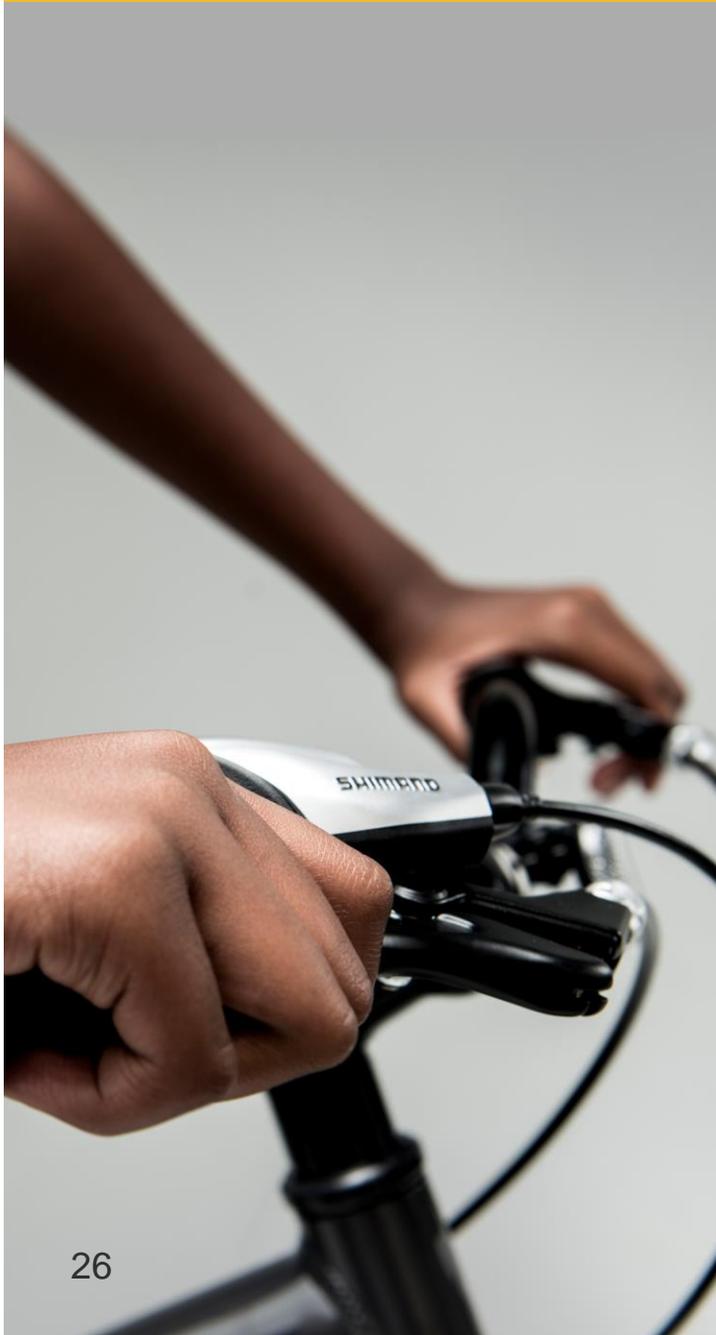
First, explain and demonstrate to reinforce the following points. Power Start, riders should:

- Straddle the bicycle and place one foot on the ground, the other foot on the pedal just forward of the 12 o'clock position. The rider should be standing, not sitting on the saddle.
- Push down on the pedal moving it to the 6 o'clock position and push off the ground with the other foot at the same time. The rider should be standing above the saddle, coast, and count to three before placing the other foot onto the other pedal.
- Then sit on the saddle.

Next, see instructions for Controlled Stop/Braking.



# CONTROLLED STOP/BRAKING DRILL



## Instructions

Now, explain and demonstrate to reinforce the following points. Controlled Stop/Braking, riders should:

- Brake with both hands to a complete stop before placing a foot on the ground. This act could cause the tire to lose traction and/or lift off the ground.
- As the bicycle comes to a complete stop, the handlebars should be turned slightly away from the foot that will be placed on the ground. This action will cause the bicycle to fall slightly to the side where the foot is to be placed on the ground.
- The cyclist should automatically reposition the pedal to the Power Position.

Instruct students to ride their bicycles on the designated course and demonstrate the Power Start and Controlled Stop/Braking skills in the “chute.”

Students should keep at least three-bikes-lengths between each rider.

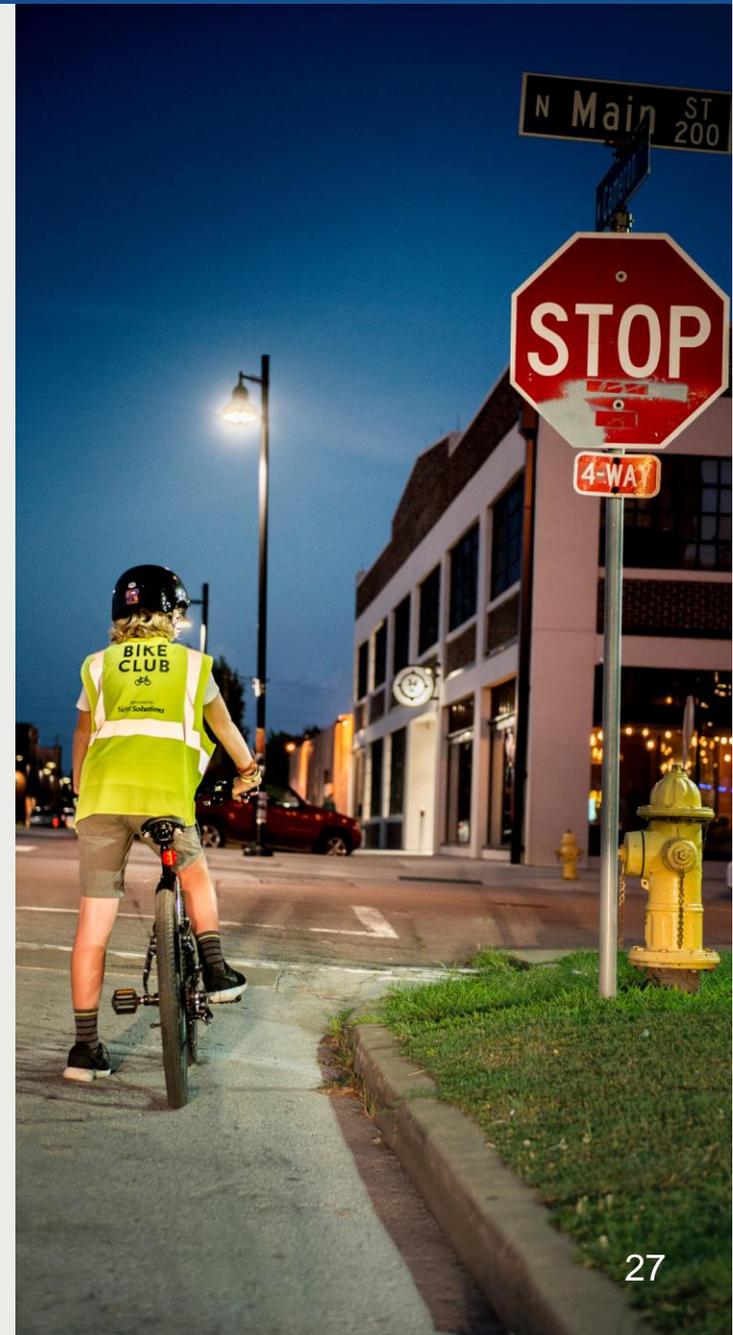
# VOLUNTEER CONNECTOR SUMMARY

**Team Builder** – Use answers to prompt discussion and review. Have cyclists share their responses out-loud.

- Does it matter how you start riding?
- What might you gain if you started out standing?
- Which brake controls which tire?
- Why should braking happen in a controlled manner?

Volunteers identify three good achievements from the day (be specific) and one challenge that the group needs to work on. Ask the cyclists for suggestions to improve.

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.





LESSON 4

# STEERING & CONTROL, STRAIGHT LINE/SHIFTING GEARS



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

Volunteers will communicate how riding in a straight line (controlled manner) is important to keeping them predictable to motorists while riding on streets. Share how losing focus and drifting further towards traffic could be very dangerous to the rider, especially when vehicles are trying to safely pass.

Volunteers may want to also share a favorite bike ride/trip they've taken with peaks and valleys and how choosing the right gear helped them conserve energy allowing them to complete the trip through challenging terrain.

Allow a few student questions following volunteer sharing.

*NOTE:* The first part of our work today and every club day we want students (preferably in pairs) to complete an ABCD Check.

## Goals

1. Cyclist displays balance while making controlled turns
2. Cyclist is able to shift gears while accelerating and decelerating in a straight line

## Badges



Steering



Gears

# OVERVIEW & PREPARATION

## Overview

This lesson teaches students how to control steering with their bodies and to not simply rely on turning the bicycle handlebars. Students will perform a weave drill to help them practice their handling skills to prepare for riding on streets.

Students will also practice shifting up while slightly accelerating, maintaining proper cadence, and shifting down before turning or stopping.

*NOTE:* Make sure students are looking up and ahead while riding – and not at the ground in front of them.

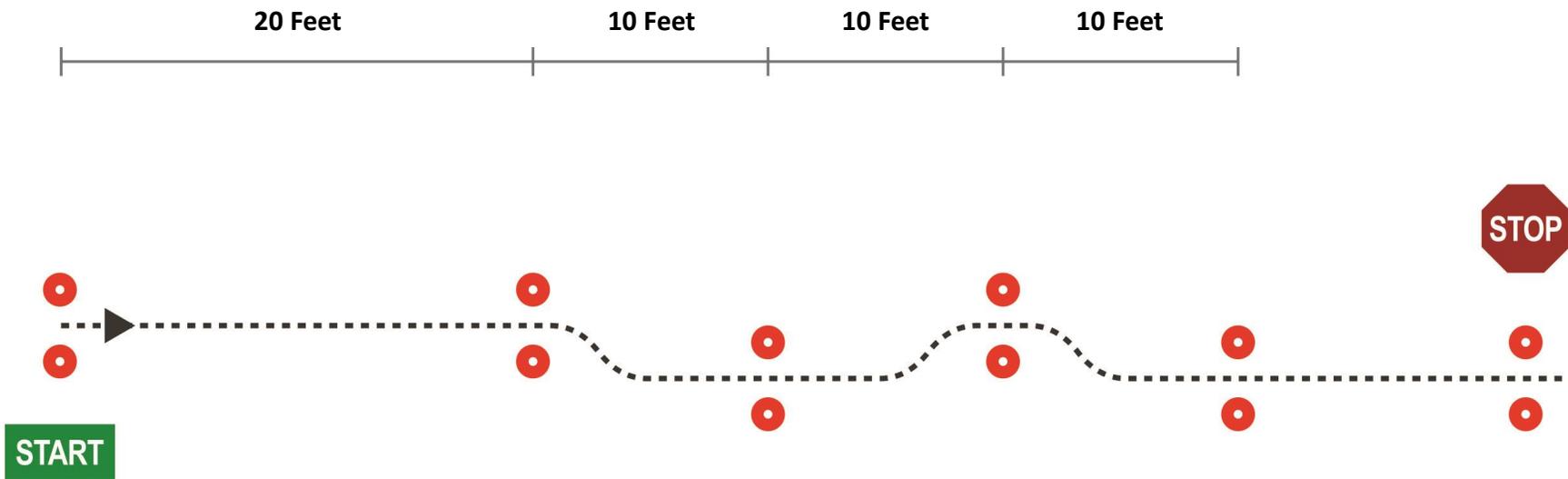
## Preparation

1. Set up two courses using cones, to indicate where the student will perform the skill and the volunteers will conduct support and assessment. These areas should also serve as teaching stations in which the skill will be demonstrated for the cyclists, and where cyclists will return when instructed.

## Equipment

- Cones

# COURSE SETUP



# STEERING & CONTROL DRILL

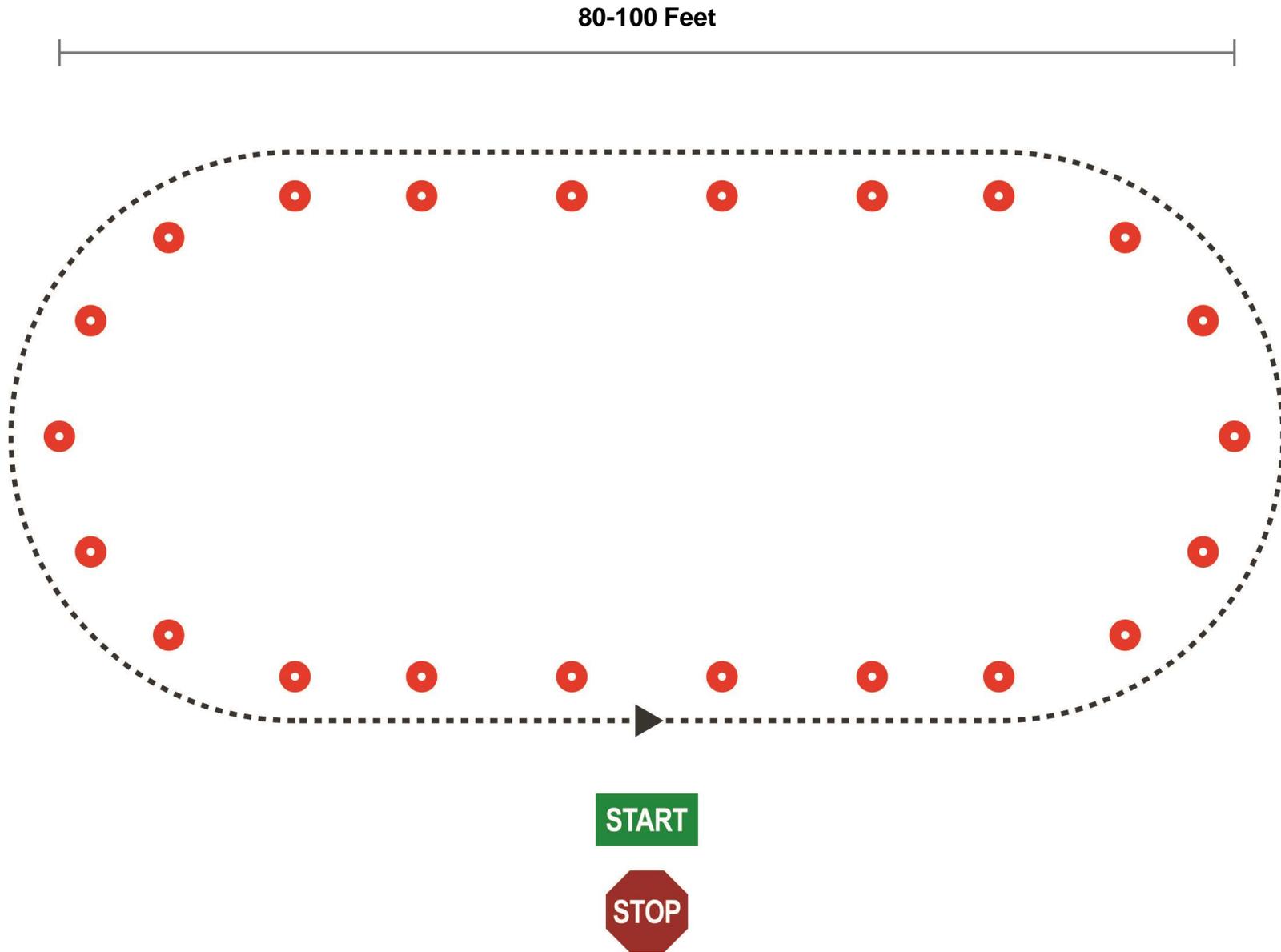
## Instructions

- Begin this drill in the Power Start position and in a gear that's appropriate for your conditions (shifting is not required).
- Use proper hand and body movements to navigate smoothly through the course.
- Turn early once through paired cones so that they are able to ride upright and straight through the next set of cones.
- Minimize upper body and head movement during drill.
- Only ride course one at a time.

Next, see instructions for Straight Line/Shifting Gears.



# COURSE SETUP



# STRAIGHT LINE/SHIFTING GEARS DRILL

## Instructions

Being able to competently perform this skill and shifting at the same time is critical in being able to ride on the road.

- Begin this drill in a low gear and start in the Power Start position (on a level surface).
- Hold a straight line around the course. An outer ring of cones may be added to narrow the course to help students focus on maintaining a straight line.
- Establish a cadence while shifting up through the gears on straightaways while maintaining balance – slightly increasing speed (not a race).
- Practice down shifting when approaching turns and/or coming to a stop.

*NOTE:* Remind students that ‘BIG IS EASY’ – the BIG gear is the easiest one to work your way up to when you’re faced with challenging terrain.



# VOLUNTEER CONNECTOR SUMMARY

**Team Builder** – Use answers to prompt discussion and review. Have cyclists share their responses out-loud.

Using a show of hands, have cyclists rate themselves on the following categories for today’s lesson.

- **I GOT IT!** – I can explain myself or teach someone else
- **I’M NOT SURE** – I’m still thinking about the lesson
- **I NEED HELP PLEASE** – Still need some practice

Volunteers identify students that may need a little extra one-on-one help with steering or shifting gears in the coming weeks.

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.







LESSON 5

# SCANNING & HAND SIGNALS



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

Remind students that not only do they need to be mindful of motorists and road hazards, crashes are often caused by cyclists swerving into other cyclists.

Have a volunteer perform a simple demonstration – pretend you are gripping your handlebars and riding, now look over your left or right shoulder while describing how this movement creates a natural tendency to veer (or pull) in the direction you're looking.

Share an example from a race or large group ride where inches, not feet, separated riders – and how important it is to hold your line while consistently surveying your surroundings.

Allow a few student questions following volunteer sharing.

## Goals

1. Cyclist is able to scan behind both the left and right shoulder while maintaining a straight line of travel
2. Cyclist is able to perform left and right turn and stop (or slowing) signals while riding

## Badges



Scanning



Signaling

# OVERVIEW & PREPARATION

## Overview

This lesson teaches students how to properly alert motorists and other cyclists of their intentions while riding – having the ability to perform this key skill will greatly improve safety.

Students will learn the following signals: left turn, right turn and stop (or slowing). They also will practice their ability to scan behind their left or right shoulder while maintaining a straight line of travel.

*NOTE:* To reinforce each hand signal and to work on verbal communication skills, have students loudly announce which signal they're performing while on the course.

## Preparation

1. Set up the course using the diagram on page 45. You'll create two 'out' lanes and a 'return' lane to get riders back to the start of the course.
2. Students can be divided into two groups – have them switch lines each time they return.
3. Designate a volunteer that will be in charge of signaling to students and calling out 'SCAN'.
4. Also position volunteers at the start of each line to control when riders leave and evaluate students and coach if they veer off course when signaling.

## Equipment

- Cones
- Stop Sign

# HAND SIGNALS



**Left Turn**



OR

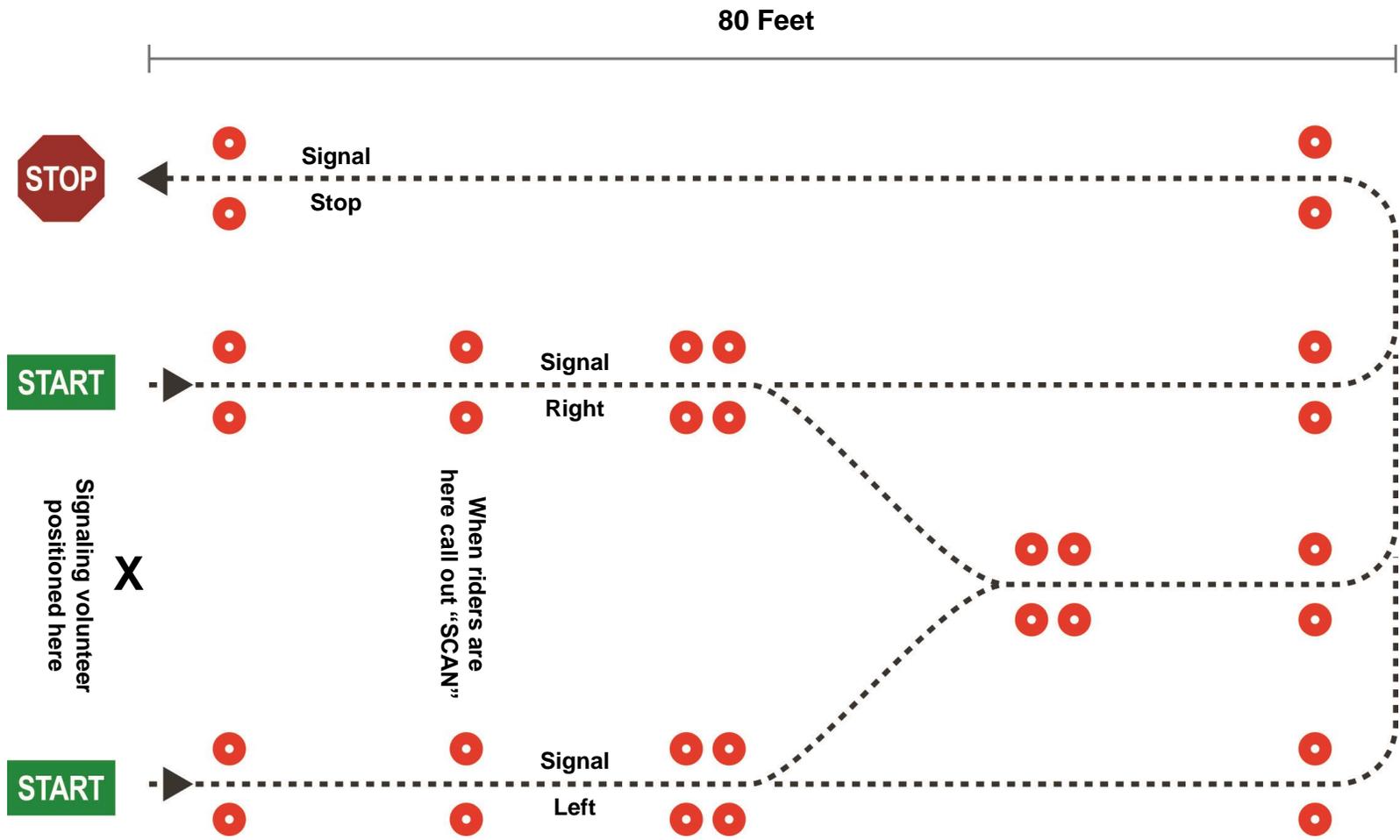


**Right Turn**  
(Alternative)



**Stop**  
or Slowing

# COURSE SETUP



# SCANNING & HAND SIGNALS DRILL



## Instructions

How to run this drill:

- Position a volunteer between the two start chutes and have them shout “Scan” when riders reach that zone. Hold up either one or both arms and have students announce “1” or “2”, then signal either right or left (depending on which lane they’re in) and complete a merge into the center lane.
- Not every time will it be safe to merge after you look over your shoulder. To test the students, occasionally mix in an “X” by crossing your arms – when this happens, students should announce “Unsafe” and continue traveling in their start lane without merging.
- Also position volunteers at the start of each line to control when riders leave and evaluate students and coach if they veer off course when signaling.
- Have students rotate lanes each time around so they are able to practice scanning over both shoulders.

# VOLUNTEER CONNECTOR SUMMARY

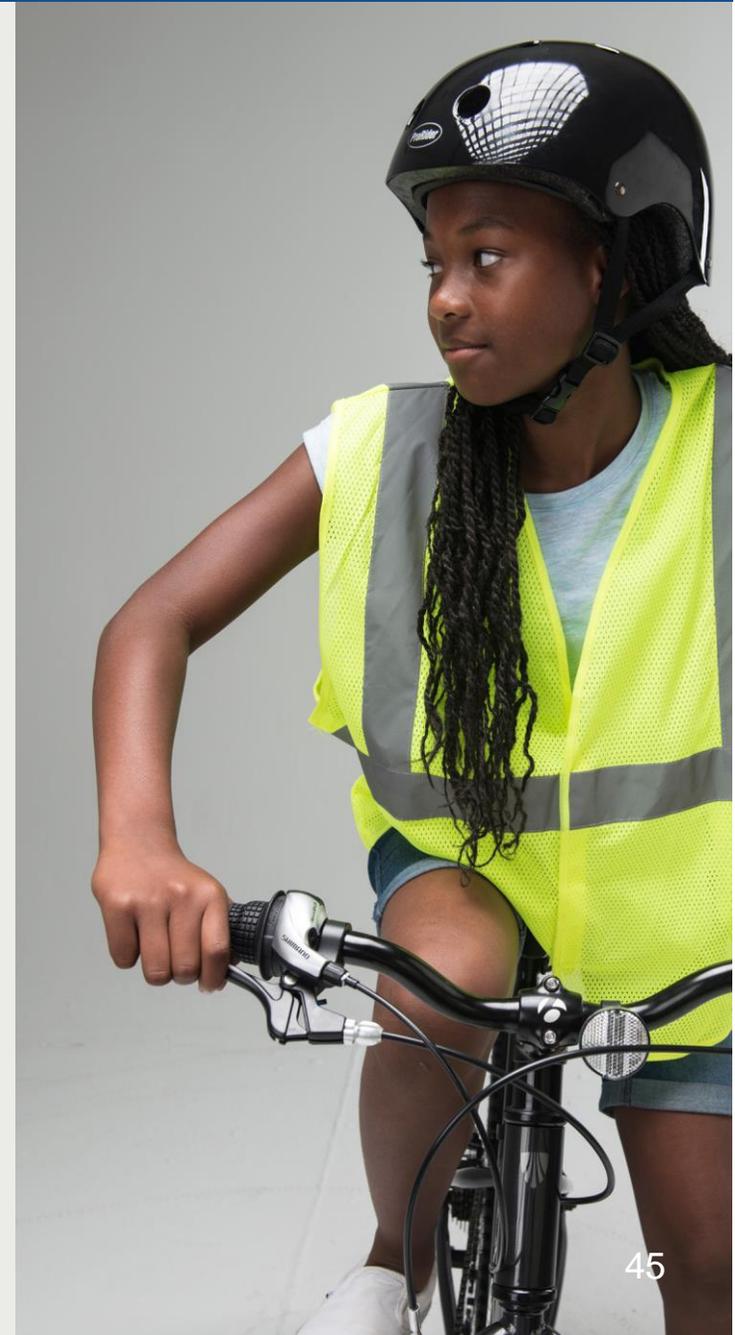
**Team Builder** – Use answers to prompt discussion and review. Have cyclists share their responses out-loud.

Select a student(s) to stand in front of the group and perform random hand signals while the group announces each one.

Then, ask these questions:

1. Why is it important to signal while riding your bicycle?
2. Why is it important to always scan before you make a maneuver or turn?
3. When riding with a group, especially if your are near the front, why is it important to let others know if your intentions to slow or stop?
4. If you scan and see a motorist or another cyclist approaching and are unsure you can complete a turn in their direction in time (before they pass), what should you do?
5. Why is it important to hold a straight line when scanning?

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.





LESSON 6

# RULES OF THE ROAD



# VOLUNTEER CONNECTOR & GOALS

## Volunteer Connector

Like all road users, cyclists must obey the “Rules of the Road.” Bicycles on the roadway are, by law, vehicles with the same rights, and responsibilities as motorized vehicles.

Have volunteers share examples of how motorist either didn't see them or mistook their intentions and left them vulnerable while on a ride.

Remind students to **be seen** (by wearing brightly colored clothes), **be predictable** (by riding in a straight line and signaling) and **be alert** (by expecting the unexpected) when riding their bikes.

Allow a few student questions following volunteer sharing.

## Goals

1. Cyclists understand bicycles have the same rights and responsibilities as motorized vehicles
2. Cyclists are given the opportunity to site some of the basic laws that impact Oklahoma riders

## Badges



Rules of the  
Road

# OVERVIEW & PREPARATION

## Overview

The object of the game is for the player in the middle to secure a spot in the circle, leaving someone else to be in the middle. This is accomplished as follows” the leader calls out two rules at a time and when the leader says, “GO,” all of the players who hold that rule must run from their spot to a vacated spot. The player in the middle seeks to steal one of the vacated spots, regardless of the activity (law) card they are holding. The player “left over,” that is, the one who is not successful in securing a new spot in the circle, becomes the one “in the middle” or “it”.

*NOTE:* When finished, go around the circle and ask students to read the card they have – see if anyone can recite all the laws from memory.

## Preparation

1. Place flat round poly markers in a large circular pattern (one less than total number of players).
2. Distribute a Oklahoma Bicycle Law card to each player and the master card to the teacher.
3. Select a student to be in the middle or “it” and have the rest of the players stand on a spot.

## Equipment

- Oklahoma Bicycle Law Cards
- Poly Markers (Spots)

# OKLAHOMA BICYCLE LAW GAME



## Instructions

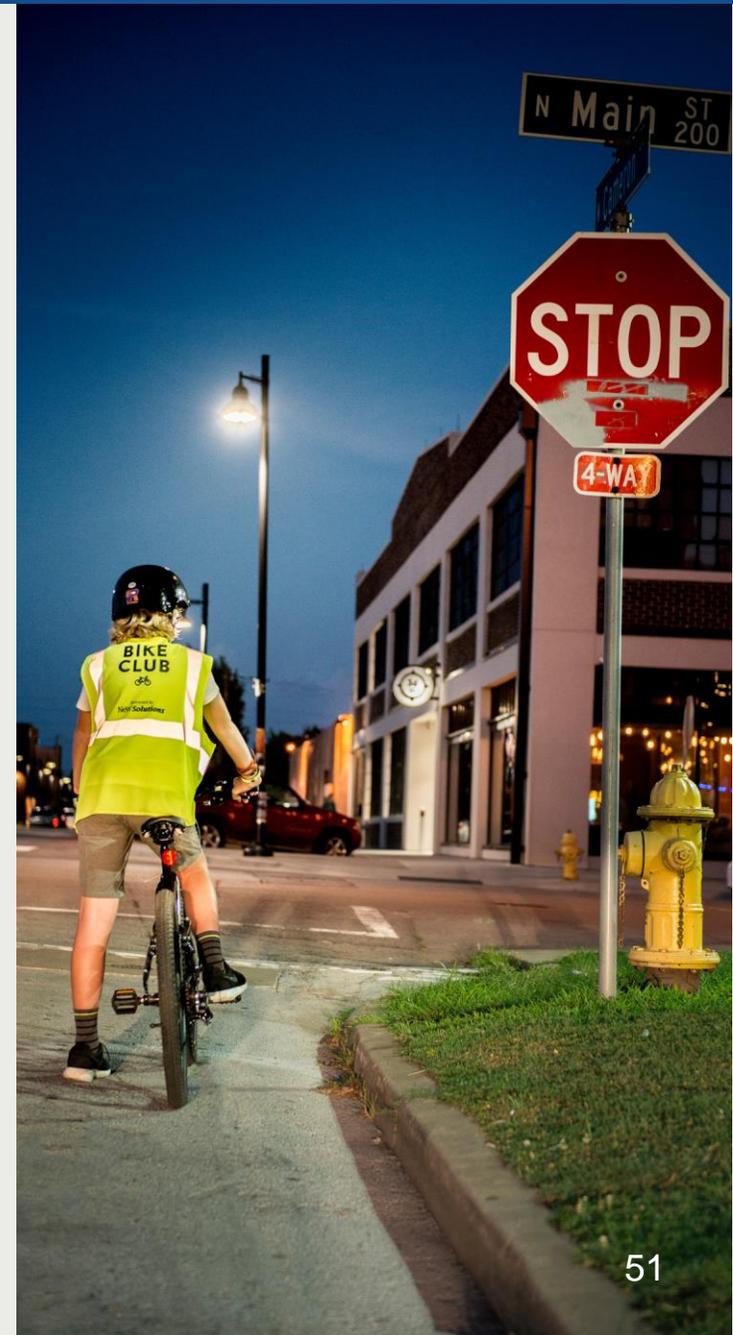
1. See 'Preparation' steps
2. Using the master card, the teacher calls out two Oklahoma Bicycle Laws, then says "Go"!
3. All of the players who "are" those laws must run from their spot to a vacated spot while the "it" person tries to take one of the vacated spots regardless of the guideline on his/her card.
4. The "left over" player who is not successful in securing a spot becomes the middle "it" person.
5. At random times during the game, the teacher asks each student to pass their card to the person to their right. The student in the middle must swap their card with someone but still remains "it".
6. The game has no specified end point, but can be played until the cards have been swapped 5 or 6 times.

# VOLUNTEER CONNECTOR SUMMARY

**Team Builder** – Read aloud and discuss with students the 7 rules of ‘Riding In Traffic’ from the RoadID quick reference sheet found on our Volunteer Resource Center.

1. Be seen
2. Communicate
3. Follow the rules of the road
4. Expect the unexpected
5. Beware the left cross...
6. ...and the right hook
7. Pick a smart route

**Badges** – Badges are included in Bike Club tubs and can be awarded to students to decorate their helmets when they accomplish club goals.



# REFERENCES

National Highway Traffic Safety Administration – <http://www.nhtsa.gov/Bicycles>

The League of American Bicyclists – <http://www.bikeleague.org>

Bike Texas – <http://www.biketexas.org>

PBS Kids Design Squad Global – <http://pbskids.org/designsquad/video/how-do-bike-gears-work>

Oklahoma Bicycle Society – <http://oklahomabicyclesociety.com>

Bikeology – [http://www.shapeamerica.org/publications/resources/teachingtools/qualitytype/bicycle\\_curriculum.cfm](http://www.shapeamerica.org/publications/resources/teachingtools/qualitytype/bicycle_curriculum.cfm)