BICYCLE COLORADO

BICYCLE COLORADO'S safeROUTES toSCHooL

LEARN • WALK • RIDE • HAVE FUN

TEACHER'S TOOL KIT


KINDERGARDEN
KINDERGARDEN 0.5
FUN-VILLE 2
LEARNING 1
KINDERGARDEN

KINDERGARTEN LESSONS:

LESSON 1: DANGERS OF THE STREET

Take time to discuss traffic and street dangers with small children. The majority of crashes and fatalities among this age group are due to "dart outs". Have a discussion about what to do if toys, pets, other children or parents are in the street. Small children should ask an adult to help and never enter the street unsupervised (even to greet an adult in the street). Ask students to tell stories about their experiences with the street. You will be surprised what they know already and can share with the class!!

LESSON 2: CROSSING THE STREET

Objectives: To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

Materials:
Masking Tape or floor tape
Small cones (optional)
Sidewalk chalk (if working outdoors)

Suggested Location for Lesson: This lesson should be taught in a gym or other indoor space. Kindergarten age students have trouble with distractions outdoors. Once students learn basics of crossing the extended lesson can be performed outside on a playground or field.

Preparation: Practice crosswalk should be set up ahead of class. Take into consideration the floor surface when deciding to use masking or floor tape, as masking tape can damage wood floors. Setup should take no more than 30 minutes. "Draw" a crosswalk using masking tape, floor tape, or sidewalk chalk. Mark the ends of the "curb" with traffic cones to make it easier for students to know where to line up.

Vocabulary: pedestrian; edge; crosswalk; scan; diagonal; straight; safe; dangerous; left; right; traffic

Note to Teacher: This lesson is geared towards teaching kindergarteners the basics of crossing the street. It is important to note that children at this age are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult.
1. 50% to 60% of pedestrian injuries to children aged 5 to 9 are "mid-block dart-out" crash types. *(Federal Highway Administration, 1996)*
2. Pedestrians under age 10 are over represented in crashes where contributing factors are "ran into street", "ran from between parked vehicles", and "playing in street". *(Federal Highway Administration, 1996)*

CROSSING SAFELY

30 minute lesson

Assemble students to have a discussion about traffic. Use the following discussion topics to engage students:

1. Do any of you walk places?
2. What kind of things do we need to be careful of when walking? (Cars, trucks, bicycles, trains)
3. Should kindergarteners walk places by themselves?
4. Can any of you tell me what a crosswalk is?
5. Is it safe to think that cars will always stop for us in crosswalks? (no, we need to look and wait for them to stop)
6. What are some things that grownups do in their cars instead of paying attention?
7. If a crosswalk signal says I should walk do I still need to look both ways?

Activity: Crossing the street!

- Assemble students at sample crosswalk. Define the edge and where students should be standing to prepare for crossing. Students should stand near the edge but not in the street.
- Have students "check their feet" for untied shoelaces etc. Discuss dangers of tripping and falling in the street.
- Instruct students to look both ways, discuss what they are looking for. Correct students who are simply turning their heads or looking at the ceiling or floor.
- Discuss what to do if a car is coming. Students should learn to wait for cars to pass and look both ways again to ensure the street is clear.
- As a group students should practice crossing. Instruct students to continue to scan the street for cars as the cross. Correct students who are running or walking too slowly.

Practice this until students can perform the crossing on their own. If time allows or in another class period take students outside to practice crossing either on the playground or if possible in a parking lot which has a crosswalk painted on it. The street crossing will be more difficult with the distractions of traffic, other students playing etc. Encouraging students to concentrate on crossing despite distractions is important.

LESSON 3: PARKING LOT SAFETY

Objective: Small children should understand that they cannot be seen easily in parking lots.

Suggested Location for Lesson: School parking lot.

Preparation: Obtain permission from school administration to take children into the parking lot of the school. Try to find parent volunteers to assist if possible in order to maintain control of the group. Put cones in parking lot to cordon off the section you will be in with the students

Activity: Trip to the Parking Lot!

Take students (and volunteers if available) out to the designated part of the lot. Discuss how cars back up (look at lights, talk about sounds that cars make, etc).

Another helpful exercise is to have one adult and one student stand on one side of a car while the class is on the other side. Discuss who

you can see the easiest and why a grown up might not see a kindergartener out when driving in a parking lot.


FIRST GRADE
FIRST GRADE 1
FUN-VILLE 5
LEARNING 2
FIRST GRADE

FIRST GRADE LESSONS

LESSON 1: DANGERS OF THE STREET

Take time to discuss traffic and street dangers with small children. The majority of crashes and fatalities among this age group are due to "dart outs". Have a discussion about what to do if toys, pets, other children or parents are in the street. Small children should ask an adult to help and never enter the street unsupervised (even to greet an adult in the street). Ask students to tell stories about their experiences with the street. You will be surprised what they know already and can share with the class!!

LESSON 2: CROSSING THE STREET

Objectives: To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

Materials:
Masking Tape or floor tape
Small cones (optional)
Sidewalk chalk (if working outdoors)

Suggested Location for Lesson: This lesson should be taught in a gym or other indoor space. Kindergarten age students have trouble with distractions outdoors. Once students learn basics of crossing the extended lesson can be performed outside on a playground or field.

Preparation: Practice crosswalk should be set up ahead of class. Take into consideration the floor surface when deciding to use masking or floor tape, as masking tape can damage wood floors. Setup should take no more than 30 minutes. "Draw" a crosswalk using masking tape, floor tape, or sidewalk chalk. Mark the ends of the "curb" with traffic cones to make it easier for students to know where to line up.

Vocabulary: pedestrian; edge; crosswalk; scan; diagonal; straight; safe; dangerous; left; right; traffic

Note to Teacher: This lesson is geared towards teaching kindergarteners the basics of crossing the street. It is important to note that children at this age are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult.
1. 50% to 60% of pedestrian injuries to children aged 5 to 9 are "mid-block dart-out" crash types. *(Federal Highway Administration, 1996)*
2. Pedestrians under age 10 are over represented in crashes where contributing factors are "ran into street", "ran from between parked vehicles", and "playing in street". *(Federal Highway Administration, 1996)*

CROSSING SAFELY

30 minute lesson

Assemble students to have a discussion about traffic. Use the following discussion topics to engage students:

1. Do any of you walk places?
2. What kind of things do we need to be careful of when walking? (Cars, trucks, bicycles, trains)
3. Should kindergarteners walk places by themselves?
4. Can any of you tell me what a crosswalk is?
5. Is it safe to think that cars will always stop for us in crosswalks? (no, we need to look and wait for them to stop)
6. What are some things that grownups do in their cars instead of paying attention?
7. If a crosswalk signal says I should walk do I still need to look both ways?

Activity: Crossing the street!

- Assemble students at sample crosswalk. Define the edge and where students should be standing to prepare for crossing. Students should stand near the edge but not in the street.
- Have students "check their feet" for untied shoelaces etc. Discuss dangers of tripping and falling in the street.
- Instruct students to look both ways, discuss what they are looking for. Correct students who are simply turning their heads or looking at the ceiling or floor.
- Discuss what to do if a car is coming. Students should learn to wait for cars to pass and look both ways again to ensure the street is clear.
- As a group students should practice crossing. Instruct students to continue to scan the street for cars as the cross. Correct students who are running or walking too slowly.

Practice this until students can perform the crossing on their own. If time allows or in another class period take students outside to practice crossing either on the playground or if possible in a parking lot which has a crosswalk painted on it. The street crossing will be more difficult with the distractions of traffic, other students playing etc. Encouraging students to concentrate on crossing despite distractions is important.

LESSON 3: PARKING LOT SAFETY

Objective: Small children should understand that they cannot be seen easily in parking lots.

Suggested Location for Lesson: School parking lot.

Preparation: Obtain permission from school administration to take children into the parking lot of the school. Try to find parent volunteers to assist if possible in order to maintain control of the group. Put cones in parking lot to cordon off the section you will be in with the students

Activity: Trip to the Parking Lot!

Take students (and volunteers if available) out to the designated part of the lot. Discuss how cars back up (look at lights, talk about sounds that cars make, etc).

Another helpful exercise is to have one adult and one student stand on one side of a car while the class is on the other side. Discuss who you can see the easiest and why a grown up might not see a kindergartener out when driving in a parking lot.

LESSON 4: HELMETS AND BICYCLE SAFETY

30 minute lesson

Believe it or not some first graders are riding bicycles! This varies community to community, so I suggest taking a quick show of hands in your classroom and finding out if your students are riding at this age. If so teaching them basic bicycle skills and the importance of helmets are very important.

NOTE: Bicycle helmets have been proven to prevent a large percentage of traumatic brain injuries when worn correctly. At Bicycle Colorado we believe that all cyclists should wear a helmet, but should do everything possible to prevent a crash. Think about wearing your seatbelt! You put it on every time you are in the car anticipating the possibility of a crash, but you drive as carefully as possible to avoid the crash.

Objectives: First graders should learn to stop at intersections and learn the proper way to wear a helmet. Students this young should be taught not to dart into streets and driveways on bicycles.

Materials: Size small sample helmets (see Helmets by the Dozen order form in the back of this toolkit), "cootie caps" (see resources), sidewalk chalk, masking tape or floor tape, cones, volunteers and bicycles or tricycles when available.

Part 1: Helmet Fit

Using the helmet fit guide instruct students to try on helmets. Check each student for proper fit.

Part 2: Stopping at the street or driveway

Using sidewalk chalk, tape, and cones create a streetscape that provides students the opportunities to stop, look for traffic and then proceed to cross the driveway or intersection. If using bicycles or tricycles be sure that students know how to stop the bikes before you set them loose on the course. You'll be surprised how many of they need help learning to stop. Learning this will help students avoid the most common type of crash for their age group.

SECOND GRADE

SECOND GRADE LESSONS

LESSON 1: DANGERS OF THE STREET

Take time to discuss traffic and street dangers with small children. The majority of crashes and fatalities among this age group are due to "dart outs". Have a discussion about what to do if toys, pets, other children or parents are in the street. Small children should ask an adult to help and never enter the street unsupervised (even to greet an adult in the street). Ask students to tell stories about their experiences with the street. You will be surprised what they know already and can share with the class!!

LESSON 2: CROSSING THE STREET

Objectives: To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

Materials:
Masking Tape or floor tape
Small cones (optional)
Sidewalk chalk (if working outdoors)

Suggested Location for Lesson: This lesson should be taught in a gym or other indoor space. Kindergarten age students have trouble with distractions outdoors. Once students learn basics of crossing the extended lesson can be performed outside on a playground or field.

Preparation: Practice crosswalk should be set up ahead of class. Take into consideration the floor surface when deciding to use masking or floor tape, as masking tape can damage wood floors. Setup should take no more than 30 minutes. "Draw" a crosswalk using masking tape, floor tape, or sidewalk chalk. Mark the ends of the "curb" with traffic cones to make it easier for students to know where to line up.

Vocabulary: pedestrian; edge; crosswalk; scan; diagonal; straight; safe; dangerous; left; right; traffic

Note to Teacher: This lesson is geared towards teaching kindergarteners the basics of crossing the street. It is important to note that children at this age are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult.
1. 50% to 60% of pedestrian injuries to children aged 5 to 9 are "mid-block dart-out" crash types. *(Federal Highway Administration, 1996)*
2. Pedestrians under age 10 are over represented in crashes where contributing factors are "ran into street", "ran from between parked vehicles", and "playing in street". *(Federal Highway Administration, 1996)*

CROSSING SAFELY

30 minute lesson

Assemble students to have a discussion about traffic. Use the following discussion topics to engage students:

1. Do any of you walk places?
2. What kind of things do we need to be careful of when walking? (Cars, trucks, bicycles, trains)
3. Should kindergarteners walk places by themselves?
4. Can any of you tell me what a crosswalk is?
5. Is it safe to think that cars will always stop for us in crosswalks? (no, we need to look and wait for them to stop)
6. What are some things that grownups do in their cars instead of paying attention?
7. If a crosswalk signal says I should walk do I still need to look both ways?

Activity: Crossing the street!

- Assemble students at sample crosswalk. Define the edge and where students should be standing to prepare for crossing. Students should stand near the edge but not in the street.
- Have students "check their feet" for untied shoelaces etc. Discuss dangers of tripping and falling in the street.
- Instruct students to look both ways, discuss what they are looking for. Correct students who are simply turning their heads or looking at the ceiling or floor.
- Discuss what to do if a car is coming. Students should learn to wait for cars to pass and look both ways again to ensure the street is clear.
- As a group students should practice crossing. Instruct students to continue to scan the street for cars as the cross. Correct students who are running or walking too slowly.

Practice this until students can perform the crossing on their own. If time allows or in another class period take students outside to practice crossing either on the playground or if possible in a parking lot which has a crosswalk painted on it. The street crossing will be more difficult with the distractions of traffic, other students playing etc. Encouraging students to concentrate on crossing despite distractions is important.

LESSON 3: PARKING LOT SAFETY

Objective: Small children should understand that they cannot be seen easily in parking lots.

Suggested Location for Lesson: School parking lot.

Preparation: Obtain permission from school administration to take children into the parking lot of the school. Try to find parent volunteers to assist if possible in order to maintain control of the group. Put cones in parking lot to cordon off the section you will be in with the students

Activity: Trip to the Parking Lot!

Take students (and volunteers if available) out to the designated part of the lot. Discuss how cars back up (look at lights, talk about sounds that cars make, etc).

Another helpful exercise is to have one adult and one student stand on one side of a car while the class is on the other side. Discuss who you can see the easiest and why a grown up might not see a kindergartener out when driving in a parking lot.

LESSON 4: HELMETS AND BICYCLE SAFETY

30 minute lesson

Believe it or not many second graders are riding bicycles! This varies community to community, so I suggest taking a quick show of hands in your classroom and finding out if your students are riding at this age. If so teaching them basic bicycle skills and the importance of helmets are very important.

NOTE: Bicycle helmets have been proven to prevent a large percentage of traumatic brain injuries when worn correctly. At Bicycle Colorado we believe that all cyclists should wear a helmet, but should do everything possible to prevent a crash. Think about wearing your seatbelt! You put it on every time you are in the car anticipating the possibility of a crash, but you drive as carefully as possible to avoid the crash.

Objectives: Second graders should learn to stop at intersections and learn the proper way to wear a helmet. Students this young should be taught not to dart into streets and driveways on bicycles.

Materials: Size small sample helmets (see Helmets by the Dozen order form in the back of this toolkit), "cootie caps" (see resources), sidewalk chalk, masking tape or floor tape, cones, volunteers and bicycles or tricycles when available.

Part 1: Helmet Fit

Using the helmet fit guide instruct students to try on helmets. Check each student for proper fit.

Part 2: Stopping at the street or driveway

Using sidewalk chalk, tape, and cones create a streetscape that provides students the opportunities to stop, look for traffic and then proceed to cross the driveway or intersection. If using bicycles or tricycles be sure that students know how to stop the bikes before you set them loose on the course. You'll be surprised how many of they need help learning to stop. Learning this will help students avoid the most common type of crash for their age group.

Part 3: Bicycle Handling Skills

Using sidewalk chalk, tape, and cones create a bicycle skills course that provides students the opportunity to ride in a straight line, weave between cones, make turns, and stop. Allow time for students to use the course several times and position volunteers at each station to reinforce the goals of each station.

THIRD GRADE

THIRD GRADE 3
FUN-VILLE 5
LEARNING 4

THIRD GRADE

THIRD GRADE LESSONS:

INTRODUCTION TO BICYCLING SKILLS AND HELMETS

By third grade the majority of students have learned to ride a bicycle and students are gaining independence. This is a fantastic time to encourage students to bike safely and understand the importance of bicycle helmets. This lesson is broken into three sections ideally done during three class periods. It is also suggested that third graders have a refresher in pedestrian safety. You may want to teach some of the second grade pedestrian lessons if you think this is necessary.

LESSON 1: BRAIN INJURIES

Objectives: Students should learn to understand the causes, effects, and prevention of brain injuries.

Materials: Empathy Stations (see resources for information about how to build these stations)

Vocabulary: Brain injury, paralysis, motor skills, coordination, balance

Discussion: Gather students in a discussion settting to talk about brain injuries. Ask students the following questions to encourage discussion.

- What types of sports and jobs to people wear helmets for?
- If all of those people wear helmets do you think there is a reason?
- What is inside of our heads that is so important?
- What does our brain do? (Discuss thinking, memory, movement, etc)
- What is a brain injury?
- How would a brain injury affect you?
- Can your brain heal? No!

Activity: Empathy Station

Set up empathy stations around the room and break students into groups. These groups should rotate every 3-5 minutes so each student has the opportunity to try each station. Once students are finished have them clean up the stations and sit back down to talk again. Ask students how the brain injuries mimicked at each station would affect their daily lives.

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

At this age, students can begin to understand traffic and the rules of the road. This lesson consists of a discussion about traffic rules and bike check demonstration.

Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

RIDE ON THE RIGHT:

- Ride in the right lane with the flow of traffic.
- Ride as close to the right side of the right lane as safe and practical when being overtaken by another vehicle.
- Ride on the paved shoulder whenever a paved shoulder suitable for bicycle riding is present.
- Ride in the right lane except when:
  - Overtaking another bicycle or vehicle proceeding in the same direction
  - Preparing for a left turn
  - Avoiding hazardous conditions

RIDE IN A STRAIGHT LINE:

Riding predictably will make you more visible to motorists. It's easier for a motor vehicle driver to pass when you're riding in a straight line. Don't weave in and out of parked cars - you may disappear from motorists' sight and get squeezed out or clipped when you need to merge back into traffic. At intersections, stay on the road. Don't ride in the crosswalk and suddenly reappear on the road again. A driver may not see you and turn the corner and hit you.

NEVER RIDE AGAINST TRAFFIC:

Ride on the right, in the same direction as the traffic next to you. Riding with the flow of traffic makes you more visible. Riding on the left, against traffic, is illegal and dangerous. Motorists and other road users are not looking for bicyclists on the wrong side of the road. Riding the wrong way increases the chance of a head-on collision with vehicles moving with the normal traffic flow.

OBEY TRAFFIC SIGNS & SIGNALS:

Know and obey all traffic laws. Give motorists a reason to respect bicyclists! It is illegal and dangerous to ride through stop signs, red lights, impede traffic, ride several abreast, or ride the wrong way down a street. These illegal actions reinforce the myth that bicycle drivers are irresponsible and do not belong on the road. By driving your bicycle in a safe manner (watching out for yourself as well as others) you make it easier for motorists to treat you as an equal on the road and be polite to you or the next bicyclist they see.

USE HAND SIGNALS

Use the proper hand signals for left or right turns and for slowing or stopping. When turning, you must signal continuously at least 100 feet before the turn and while you are stopped waiting to turn, unless use of your hand is needed to control your bicycle.

RIDING ON SIDEWALKS & IN CROSSWALKS

You are allowed to ride your bicycle on a sidewalk or in a crosswalk unless it is prohibited by official traffic control devices or local ordinances. When riding on a sidewalk or in a crosswalk, you must observe all the rules and regulations applicable to pedestrians, yield the right-of-way to pedestrians, and give an audible signal before passing them. An audible signal can be a bell, horn or your voice saying, "Hello, passing on your left." However, riding on sidewalks is not recommended. Many crashes between bikes and cars occur on sidewalks at driveways and street crossings, especially when bicyclists ride against the flow of traffic. You should always walk your bicycle in busy shopping areas or on downtown sidewalks. Sidewalks are for pedestrians, not bicyclists, and you should be courteous and ride slowly and cautiously.

ABC Bike Check:
Using the bicycle show students how to ensure that their bicycle is ready to ride. Students should follow these easy steps each time they go for a ride and ask a parent or bike mechanic to help if their bike doesn't pass the check!

A: Air! Make sure the tires are inflated. This can be done by squeezing the tire to see if it is rigid. Similar to car tires, the recommended inflation is printed on the sidewall of the tire.
B: Brakes! This is one of the most common things we at Bicycle Colorado see- brakes that either don't function well or don't function at all. It's really hard to avoid dangerous situations when your bike won't stop or slow down! Students can check the brakes by squeezing handbrakes and rocking the bike back and forth or kicking the kick brake back. Hand brakes should keep the bike still while the bike is being rocked back and forth and should not compress all the way down to the handlebar.
C: Chain and Cranks! You should test to see if the chain is tight (not droopy) and well oiled. Rusty chains can seize or break. Cranks should be jiggled to see if the move from side to side. If they do the bolts on the cranks should be tightened.

It is also recommended that students take their bike for a quick test ride before a long bicycle adventure. This helps prevent major mechanical problems far from home.

LESSON 3: ON BIKE SKILLS

Once students have a grasp of helmets, rules of the road and ABC Check they are ready to get on some bikes! We suggest doing this lesson on a day when some students can ride to school and let the class use their bikes. You may also be able to ask a local bike shop to send out a mechanic to make sure the bikes are ready to roll.

Objectives: Students should come away with this being able to control their bicycles.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

FOURTH GRADE

FOURTH GRADE	3
FUN-VILLE	5
LEARNING	4

FOURTH GRADE

FOURTH GRADE LESSONS:

INTRODUCTION TO BICYCLING SKILLS AND HELMETS

By fourth grade the majority of students have learned to ride a bicycle and students are gaining independence. This is a fantastic time to encourage students to bike safely and understand the importance of bicycle helmets. This lesson is broken into four sections ideally done during three class periods by breaking the class into two groups during the on-bike day. Each student should have time to do the skills course and speed control stations.

LESSON 1: BRAIN INJURIES

Objectives: Students should learn to understand the causes, effects, and prevention of brain injuries.

Materials: Empathy Stations (see resources for information about how to build these stations)

Vocabulary: Brain injury, paralysis, motor skills, coordination, balance

Discussion: Gather students in a discussion setting to talk about brain injuries. Ask students the following questions to encourage discussion.

- What types of sports and jobs to people wear helmets for?
- If all of those people wear helmets do you think there is a reason?
- What is inside of our heads that is so important?
- What does our brain do? (Discuss thinking, memory, movement, etc)
- What is a brain injury?
- How would a brain injury affect you?
- Can your brain heal? No!

Activity: Empathy Station

Set up empathy stations around the room and break students into groups. These groups should rotate every 3-5 minutes so each student has the opportunity to try each station. Once students are finished have them clean up the stations and sit back down to talk again. Ask students how the brain injuries mimicked at each station would affect their daily lives.

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

At this age, students can begin to understand traffic and the rules of the road. This lesson consists of a discussion about traffic rules and bike check demonstration.

Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

RIDE ON THE RIGHT:

- Ride in the right lane with the flow of traffic.
- Ride as close to the right side of the right lane as safe and practical when being overtaken by another vehicle.
- Ride on the paved shoulder whenever a paved shoulder suitable for bicycle riding is present.
- Ride in the right lane except when:
  - Overtaking another bicycle or vehicle proceeding in the same direction
  - Preparing for a left turn
  - Avoiding hazardous conditions

RIDE IN A STRAIGHT LINE:

Riding predictably will make you more visible to motorists. It's easier for a motor vehicle driver to pass when you're riding in a straight line. Don't weave in and out of parked cars - you may disappear from motorists' sight and get squeezed out or clipped when you need to merge back into traffic. At intersections, stay on the road. Don't ride in the crosswalk and suddenly reappear on the road again. A driver may not see you and turn the corner and hit you.

NEVER RIDE AGAINST TRAFFIC:

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OBEY TRAFFIC SIGNS & SIGNALS:

Know and obey all traffic laws. Give motorists a reason to respect bicyclists! It is illegal and dangerous to ride through stop signs, red lights, impede traffic, ride several abreast, or ride the wrong way down a street. These illegal actions reinforce the myth that bicycle drivers are irresponsible and do not belong on the road. By driving your bicycle in a safe manner (watching out for yourself as well as others) you make it easier for motorists to treat you as an equal on the road and be polite to you or the next bicyclist they see.

USE HAND SIGNALS

Use the proper hand signals for left or right turns and for slowing or stopping. When turning, you must signal continuously at least 100 feet before the turn and while you are stopped waiting to turn, unless use of your hand is needed to control your bicycle.

RIDING ON SIDEWALKS & IN CROSSWALKS

You are allowed to ride your bicycle on a sidewalk or in a crosswalk unless it is prohibited by official traffic control devices or local ordinances. When riding on a sidewalk or in a crosswalk, you must observe all the rules and regulations applicable to pedestrians, yield the right-of-way to pedestrians, and give an audible signal before passing them. An audible signal can be a bell, horn or your voice saying, "Hello, passing on your left." However, riding on sidewalks is not recommended. Many crashes between bikes and cars occur on sidewalks at driveways and street crossings, especially when bicyclists ride against the flow of traffic. You should always walk your bicycle in busy shopping areas or on downtown sidewalks. Sidewalks are for pedestrians, not bicyclists, and you should be courteous and ride slowly and cautiously.

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Using the bicycle show students how to ensure that their bicycle is ready to ride. Students should follow these easy steps each time they go for a ride and ask a parent or bike mechanic to help if their bike doesn't pass the check!

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B: Brakes! This is one of the most common things we at Bicycle Colorado see- brakes that either don't function well or don't function at all. It's really hard to avoid dangerous situations when your bike won't stop or slow down! Students can check the brakes by squeezing handbrakes and rocking the bike back and forth or kicking the kick brake back. Hand brakes should keep the bike still while the bike is being rocked back and forth and should not compress all the way down to the handlebar.
C: Chain and Cranks! You should test to see if the chain is tight (not droopy) and well oiled. Rusty chains can seize or break. Cranks should be jiggled to see if the move from side to side. If they do the bolts on the cranks should be tightened.

It is also recommended that students take their bike for a quick test ride before a long bicycle adventure. This helps prevent major mechanical problems far from home.

LESSON 3: ON BIKE SKILLS

Once students have a grasp of helmets, rules of the road and ABC Check they are ready to get on some bikes! We suggest doing this lesson on a day when some students can ride to school and let the class use their bikes. You may also be able to ask a local bike shop to send out a mechanic to make sure the bikes are ready to roll.

Objectives: Students should come away with this being able to control their bicycles.

Suggested location: A parking lot are large blacktop.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

LESSON 4: BICYCLE SPEED CONTROL

Objectives: Students will learn to control their bikes at slow speeds using braking and balance.

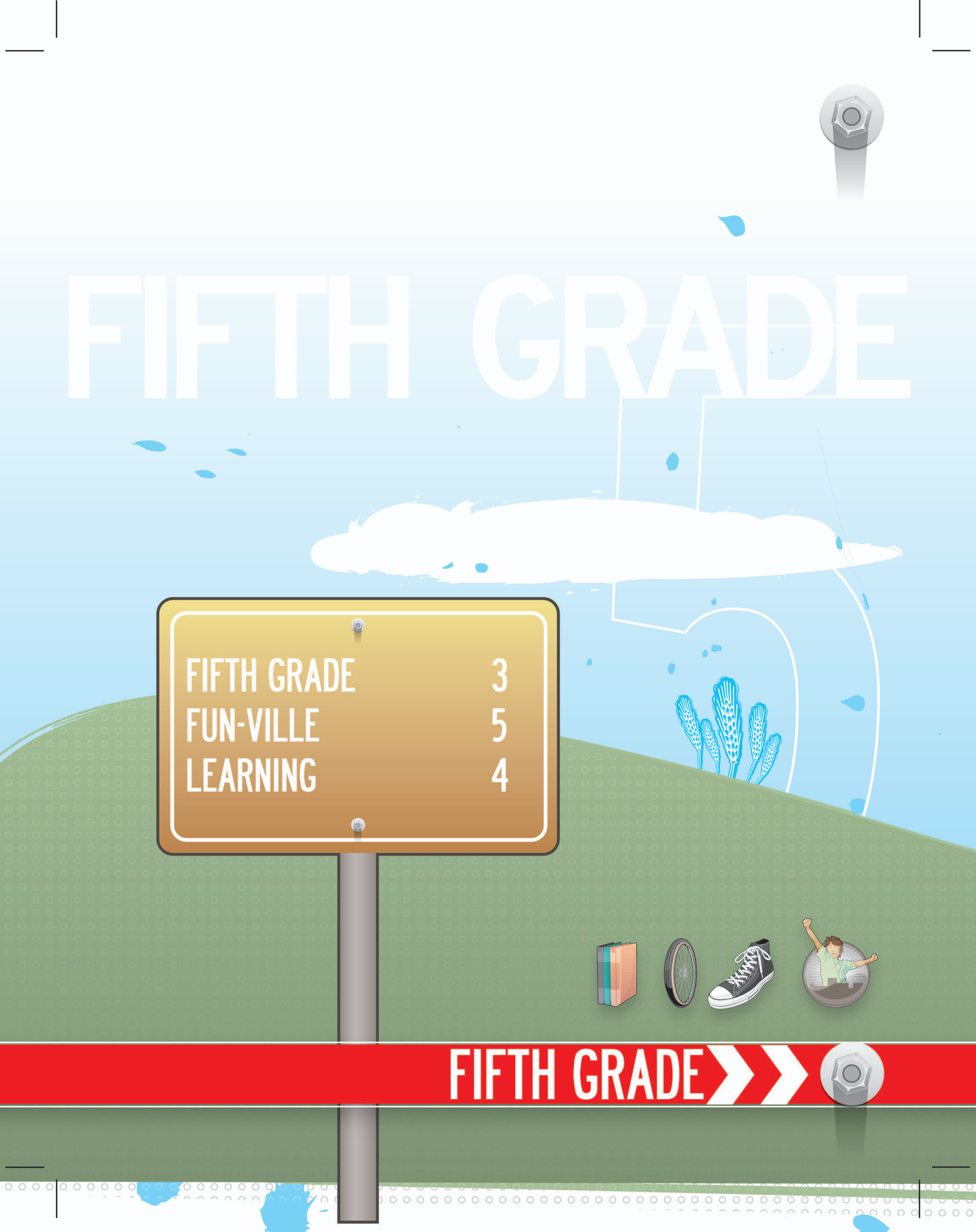
Suggested Location: Basketball court of 4-square court

Materials: Bikes, Volunteer, masking tape, sidewalk chalk

Activity: We like to call this on the Snail Race. Using the diagram in this section create the course using masking tape and sidewalk chalk. Students should line up in heats and "race" from one end to the other. Students must keep

their feet on the pedals, ride within their lane, and start on time to avoid being disqualified. The last student from each heat to cross the finish line without being disqualified wins.

FIFTH GRADE



FIFTH GRADE LESSONS:

INTRODUCTION TO BICYCLING SKILLS AND HELMETS

By fifth grade the majority of students have learned to ride a bicycle and students are gaining independence. This is a fantastic time to encourage students to bike safely and understand the importance of bicycle helmets. This lesson is broken into four sections ideally done during three class periods by breaking the class into two groups during the on-bike day. Each student should have time to do the skills course and speed control stations. An additional fourth day or after school program can be done on bicycle maintenance focusing on the most common repair- fixing a flat tire.

LESSON 1: BRAIN INJURIES

Objectives: Students should learn to understand the causes, effects, and prevention of brain injuries.

Materials: Empathy Stations (see resources for information about how to build these stations)

Vocabulary: Brain injury, paralysis, motor skills, coordination, balance

Discussion: Gather students in a discussion setting to talk about brain injuries. Ask students the following questions to encourage discussion.

- What types of sports and jobs to people wear helmets for?
- If all of those people wear helmets do you think there is a reason?
- What is inside of our heads that is so important?
- What does our brain do? (Discuss thinking, memory, movement, etc)
- What is a brain injury?
- How would a brain injury affect you?
- Can your brain heal? No!

Activity: Empathy Station

Set up empathy stations around the room and break students into groups. These groups should rotate every 3-5 minutes so each student has the opportunity to try each station. Once students are finished have them clean up the stations and sit back down to talk again. Ask students how the brain injuries mimicked at each station would affect their daily lives.

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

At this age, students can begin to understand traffic and the rules of the road. This lesson consists of a discussion about traffic rules and bike check demonstration.

Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

RIDE ON THE RIGHT:

- Ride in the right lane with the flow of traffic.
- Ride as close to the right side of the right lane as safe and practical when being overtaken by another vehicle.
- Ride on the paved shoulder whenever a paved shoulder suitable for bicycle riding is present.
- Ride in the right lane except when:
  - Overtaking another bicycle or vehicle proceeding in the same direction
  - Preparing for a left turn
  - Avoiding hazardous conditions

RIDE IN A STRAIGHT LINE:

Riding predictably will make you more visible to motorists. It's easier for a motor vehicle driver to pass when you're riding in a straight line. Don't weave in and out of parked cars - you may disappear from motorists' sight and get squeezed out or clipped when you need to merge back into traffic. At intersections, stay on the road. Don't ride in the crosswalk and suddenly reappear on the road again. A driver may not see you and turn the corner and hit you.

NEVER RIDE AGAINST TRAFFIC:

Ride on the right, in the same direction as the traffic next to you. Riding with the flow of traffic makes you more visible. Riding on the left, against traffic, is illegal and dangerous. Motorists and other road users are not looking for bicyclists on the wrong side of the road. Riding the wrong way increases the chance of a head-on collision with vehicles moving with the normal traffic flow.

OBEY TRAFFIC SIGNS & SIGNALS:

Know and obey all traffic laws. Give motorists a reason to respect bicyclists! It is illegal and dangerous to ride through stop signs, red lights, impede traffic, ride several abreast, or ride the wrong way down a street. These illegal actions reinforce the myth that bicycle drivers are irresponsible and do not belong on the road. By driving your bicycle in a safe manner (watching out for yourself as well as others) you make it easier for motorists to treat you as an equal on the road and be polite to you or the next bicyclist they see.

USE HAND SIGNALS

Use the proper hand signals for left or right turns and for slowing or stopping. When turning, you must signal continuously at least 100 feet before the turn and while you are stopped waiting to turn, unless use of your hand is needed to control your bicycle.

RIDING ON SIDEWALKS & IN CROSSWALKS

You are allowed to ride your bicycle on a sidewalk or in a crosswalk unless it is prohibited by official traffic control devices or local ordinances. When riding on a sidewalk or in a crosswalk, you must observe all the rules and regulations applicable to pedestrians, yield the right-of-way to pedestrians, and give an audible signal before passing them. An audible signal can be a bell, horn or your voice saying, "Hello, passing on your left." However, riding on sidewalks is not recommended. Many crashes between bikes and cars occur on sidewalks at driveways and street crossings, especially when bicyclists ride against the flow of traffic. You should always walk your bicycle in busy shopping areas or on downtown sidewalks. Sidewalks are for pedestrians, not bicyclists, and you should be courteous and ride slowly and cautiously.

ABC Bike Check:
Using the bicycle show students how to ensure that their bicycle is ready to ride. Students should follow these easy steps each time they go for a ride and ask a parent or bike mechanic to help if their bike doesn't pass the check!

A: Air! Make sure the tires are inflated. This can be done by squeezing the tire to see if it is rigid. Similar to car tires, the recommended inflation is printed on the sidewall of the tire.
B: Brakes! This is one of the most common things we at Bicycle Colorado see- brakes that either don't function well or don't function at all. It's really hard to avoid dangerous situations when your bike won't stop or slow down! Students can check the brakes by squeezing handbrakes and rocking the bike back and forth or kicking the kick brake back. Hand brakes should keep the bike still while the bike is being rocked back and forth and should not compress all the way down to the handlebar.
C: Chain and Cranks! You should test to see if the chain is tight (not droopy) and well oiled. Rusty chains can seize or break. Cranks should be jiggled to see if the move from side to side. If they do the bolts on the cranks should be tightened.

It is also recommended that students take their bike for a quick test ride before a long bicycle adventure. This helps prevent major mechanical problems far from home.

LESSON 3: ON BIKE SKILLS

Once students have a grasp of helmets, rules of the road and ABC Check they are ready to get on some bikes! We suggest doing this lesson on a day when some students can ride to school and let the class use their bikes. You may also be able to ask a local bike shop to send out a mechanic to make sure the bikes are ready to roll.

Objectives: Students should come away with this being able to control their bicycles.

Suggested location: A parking lot are large blacktop.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

LESSON 4: BICYCLE SPEED CONTROL

Objectives: Students will learn to control their bikes at slow speeds using braking and balance.

Suggested Location: Basketball court of 4-square court

Materials: Bikes, Volunteer, masking tape, sidewalk chalk

Activity: We like to call this on the Snail Race. Using the diagram in this section create the course using masking tape and sidewalk chalk. Students should line up in heats and "race" from one end to the other. Students must keep

their feet on the pedals, ride within their lane, and start on time to avoid being disqualified. The last student from each heat to cross the finish line without being disqualified wins.

LESSON 5: HOW TO FIX A FLAT TIRE

This lesson is important, but time consuming. We suggest doing this after school one day when students have their own bikes. It is critical to have a few volunteers who have knowledge of bicycles to help out.

Objective: Students will learn to fix the most common bicycle problem, a flat tire.

Materials: Bicycles, pumps, patch kits, spare tubes, tire levers.

Activity: Using the Fix a Flat worksheet included in this tool kit demonstrate how to remove a wheel, dismount a tire, inspect and patch a tube then re-insert the tube and put the wheel back on the bicycle.

SIXTH GRADE

SIXTH GRADE	6
FUN-VILLE	5
LEARNING	4

SIXTH GRADE

SIXTH GRADE LESSONS:

ADVANCED BICYCLING SKILLS AND BRAIN INJURIES

By sixth grade students are riding bicycles regularly and gaining independence. This lesson is broken into four sections ideally done during three class periods by breaking the class into two groups during the on-bike day. Each student should have time to do the skills course and speed control stations. An additional fourth day or after school program can be done on bicycle maintenance focusing fixing a flat tire and navigating on a bicycle.

LESSON 1: BRAIN INJURIES

Objectives: Students should learn to understand the causes, effects, and prevention of brain injuries.

Materials: Empathy Stations (see resources for information about how to build these stations)

Vocabulary: Brain injury, paralysis, motor skills, coordination, balance

Discussion: Gather students in a discussion setting to talk about brain injuries. Ask students the following questions to encourage discussion.

- What types of sports and jobs to people wear helmets for?
- If all of those people wear helmets do you think there is a reason?
- What is inside of our heads that is so important?
- What does our brain do? (Discuss thinking, memory, movement, etc)
- What is a brain injury?
- How would a brain injury affect you?
- Can your brain heal? No!

Activity: Empathy Station

Set up empathy stations around the room and break students into groups. These groups should rotate every 3-5 minutes so each student has the opportunity to try each station. Once students are finished have them clean up the stations and sit back down to talk again. Ask students how the brain injuries mimicked at each station would affect their daily lives.

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

At this age, students can begin to understand traffic and the rules of the road. This lesson consists of a discussion about traffic rules and bike check demonstration.

Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

RIDE ON THE RIGHT:

- Ride in the right lane with the flow of traffic.
- Ride as close to the right side of the right lane as safe and practical when being overtaken by another vehicle.
- Ride on the paved shoulder whenever a paved shoulder suitable for bicycle riding is present.
- Ride in the right lane except when:
  - Overtaking another bicycle or vehicle proceeding in the same direction
  - Preparing for a left turn
  - Avoiding hazardous conditions

RIDE IN A STRAIGHT LINE:

Riding predictably will make you more visible to motorists. It's easier for a motor vehicle driver to pass when you're riding in a straight line. Don't weave in and out of parked cars - you may disappear from motorists' sight and get squeezed out or clipped when you need to merge back into traffic. At intersections, stay on the road. Don't ride in the crosswalk and suddenly reappear on the road again. A driver may not see you and turn the corner and hit you.

NEVER RIDE AGAINST TRAFFIC:

Ride on the right, in the same direction as the traffic next to you. Riding with the flow of traffic makes you more visible. Riding on the left, against traffic, is illegal and dangerous. Motorists and other road users are not looking for bicyclists on the wrong side of the road. Riding the wrong way increases the chance of a head-on collision with vehicles moving with the normal traffic flow.

OBEY TRAFFIC SIGNS & SIGNALS:

Know and obey all traffic laws. Give motorists a reason to respect bicyclists! It is illegal and dangerous to ride through stop signs, red lights, impede traffic, ride several abreast, or ride the wrong way down a street. These illegal actions reinforce the myth that bicycle drivers are irresponsible and do not belong on the road. By driving your bicycle in a safe manner (watching out for yourself as well as others) you make it easier for motorists to treat you as an equal on the road and be polite to you or the next bicyclist they see.

USE HAND SIGNALS

Use the proper hand signals for left or right turns and for slowing or stopping. When turning, you must signal continuously at least 100 feet before the turn and while you are stopped waiting to turn, unless use of your hand is needed to control your bicycle.

RIDING ON SIDEWALKS & IN CROSSWALKS

You are allowed to ride your bicycle on a sidewalk or in a crosswalk unless it is prohibited by official traffic control devices or local ordinances. When riding on a sidewalk or in a crosswalk, you must observe all the rules and regulations applicable to pedestrians, yield the right-of-way to pedestrians, and give an audible signal before passing them. An audible signal can be a bell, horn or your voice saying, "Hello, passing on your left." However, riding on sidewalks is not recommended. Many crashes between bikes and cars occur on sidewalks at driveways and street crossings, especially when bicyclists ride against the flow of traffic. You should always walk your bicycle in busy shopping areas or on downtown sidewalks. Sidewalks are for pedestrians, not bicyclists, and you should be courteous and ride slowly and cautiously.

ABC Bike Check:
Using the bicycle show students how to ensure that their bicycle is ready to ride. Students should follow these easy steps each time they go for a ride and ask a parent or bike mechanic to help if their bike doesn't pass the check!

A: Air! Make sure the tires are inflated. This can be done by squeezing the tire to see if it is rigid. Similar to car tires, the recommended inflation is printed on the sidewall of the tire.
B: Brakes! This is one of the most common things we at Bicycle Colorado see- brakes that either don't function well or don't function at all. It's really hard to avoid dangerous situations when your bike won't stop or slow down! Students can check the brakes by squeezing handbrakes and rocking the bike back and forth or kicking the kick brake back. Hand brakes should keep the bike still while the bike is being rocked back and forth and should not compress all the way down to the handlebar.
C: Chain and Cranks! You should test to see if the chain is tight (not droopy) and well oiled. Rusty chains can seize or break. Cranks should be jiggled to see if the move from side to side. If they do the bolts on the cranks should be tightened.

It is also recommended that students take their bike for a quick test ride before a long bicycle adventure. This helps prevent major mechanical problems far from home.

LESSON 3: ON BIKE SKILLS

Once students have a grasp of helmets, rules of the road and ABC Check they are ready to get on some bikes! We suggest doing this lesson on a day when some students can ride to school and let the class use their bikes. You may also be able to ask a local bike shop to send out a mechanic to make sure the bikes are ready to roll.

Objectives: Students should come away with this being able to control their bicycles.

Suggested location: A parking lot or large blacktop.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

LESSON 4: BICYCLE SPEED CONTROL

Objectives: Students will learn to control their bikes at slow speeds using braking and balance.

Suggested Location: Basketball court of 4-square court

Materials: Bikes, Volunteer, masking tape, sidewalk chalk

Activity: We like to call this on the Snail Race. Using the diagram in this section create the course using masking tape and sidewalk chalk. Students should line up in heats and "race" from one end to the other. Students must keep

their feet on the pedals, ride within their lane, and start on time to avoid being disqualified. The last student from each heat to cross the finish line without being disqualified wins.

LESSON 5: HOW TO FIX A FLAT TIRE

This lesson is important, but time consuming. We suggest doing this after school one day when students have their own bikes. It is critical to have a few volunteers who have knowledge of bicycles to help out.

Objective: Students will learn to fix the most common bicycle problem, a flat tire.

Materials: Bicycles, pumps, patch kits, spare tubes, tire levers.

Activity: Using the Fix a Flat worksheet included in this tool kit demonstrate how to remove a wheel, dismount a tire, inspect and patch a tube then re-insert the tube and put the wheel back on the bicycle.

LESSON 6: NAVIGATING

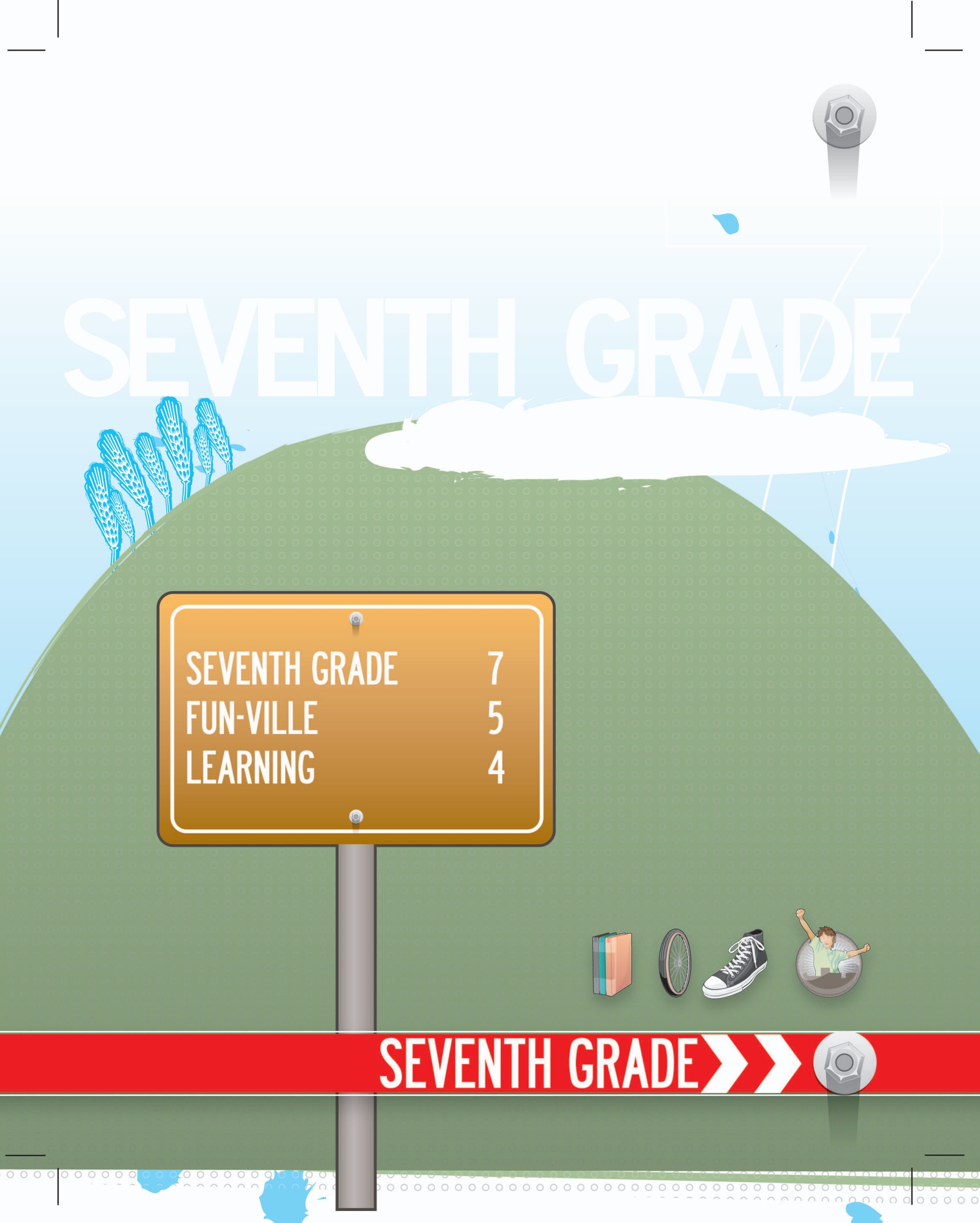
This lesson is a great opportunity to get your local planning office, bicycling club, and parents involved. As students are using bicycles to get to and from school, activities and friend's houses they should learn how to pick appropriate routes and navigate.

Objectives: Students will learn to choose an appropriate bicycling route within their community.

Materials: Maps of local area (talk to your city of county for this information), parent volunteers or local cyclists

Activity: Students and volunteers should make a list of places near students' homes and schools that students frequently visit. Volunteers will work with students to choose appropriate bicycling routes taking into consideration bicycle trails, bike lanes, traffic speeds, and roadway shoulder. It is important to keep in mind that the best bicycling route is not usually the best driving route. Have students present their routes to the class and compare different routes that students chose.

SEVENTH GRADE



SEVENTH GRADE LESSONS:

BICYCLING FOR SPORT AND TRANSPORTATION

LESSON 1: BICYCLING AS A SPORT

Bicycling is a popular sport around the world and especially here in Colorado. There are a number of programs that work with youth to encourage them to take up cycling as a sport. Many students who may not be interested in team sports like basketball or hockey can appreciate the personal challenges that cycling provides. Students interested in any of these types of cycling should contact their local bike shop or bicycling club for more information.

Road Racing: Think Lance Armstrong! Racing on paved roads using speed and strategy. Road bikes are very lightweight and have thin tires. Types of road races include criterion, stage, time trial and relay. Road bikes are also used in triathlons.

Mountain Biking: Mountain bike racing is done on trails of varying inclination and difficulty. Mountain bikes have suspension and knobby tires. Types of mountain bike racing include cross country, downhill, and slalom.

Touring: While touring is not a competitive sport, they are a great way to test physical limits and see the world. Bicycle tours can be short day trips, riding across a state, or riding all around the world. There are many exciting and inspiring books about bicycle journeys available at your library!

BMX: BMX racing is similar to motocross racing. Riders compete for speed and skill on a course that had berms and jumps.

Activity: Encourage students to choose one type of bicycling and research it. Students can present information about the equipment that each sport uses, top athletes, and races and events that take place all around the world!

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

As students use bicycles for sport and transportation it is important for them to learn and obey the rules of the road. Older students can relate to this as they are thinking about driving exams in the near future!

Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

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Objectives: Students should come away with this being able to control their bicycles.

Suggested location: A parking lot or large blacktop.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

LESSON 4: BICYCLE SPEED CONTROL

Objectives: Students will learn to control their bikes at slow speeds using braking and balance.

Suggested Location: Basketball court of 4-square court

Materials: Bikes, Volunteer, masking tape, sidewalk chalk

Activity: We like to call this on the Snail Race. Using the diagram in this section create the course using masking tape and sidewalk chalk. Students should line up in heats and "race" from one end to the other. Students must keep their feet on the pedals, ride within their lane, and start on time to avoid being disqualified. The last student from each heat to cross the finish line without being disqualified wins.

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EIGHTH GRADE

EIGHTH GRADE

EIGHTH GRADE LESSONS:

BICYCLING FOR SPORT AND TRANSPORTATION

LESSON 1: BICYCLING AS A SPORT

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Activity: Encourage students to choose one type of bicycling and research it. Students can present information about the equipment that each sport uses, top athletes, and races and events that take place all around the world!

LESSON 2: RULES OF THE ROAD AND BIKE CHECK

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Objectives: Students should understand that bicycles have the same rights, rules and responsibilities as car drivers, but they are more vulnerable and need to take extra precautions. Students should also learn to check their bike to make sure it is safe to ride.

Materials: Sample road signs, bicycle, parts of the bicycle worksheet.

Discussion: Ask students to explain to the class why cars have rules and hypothesize about what might happen if they didn't have rules. Segway into why bicyclists should follow the same rules. Keep in mind the following rules specific to bicycles (Courtesy of the CDOT Bicycle and Pedestrian Program).

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- Ride in the right lane with the flow of traffic.
- Ride as close to the right side of the right lane as safe and practical when being overtaken by another vehicle.

- Ride on the paved shoulder whenever a paved shoulder suitable for bicycle riding is present.
- Ride in the right lane except when:
  - Overtaking another bicycle or vehicle proceeding in the same direction
  - Preparing for a left turn
  - Avoiding hazardous conditions

RIDE IN A STRAIGHT LINE:
Riding predictably will make you more visible to motorists. It's easier for a motor vehicle driver to pass when you're riding in a straight line. Don't weave in and out of parked cars - you may disappear from motorists' sight and get squeezed out or clipped when you need to merge back into traffic. At intersections, stay on the road. Don't ride in the crosswalk and suddenly reappear on the road again. A driver may not see you and turn the corner and hit you.

NEVER RIDE AGAINST TRAFFIC:
Ride on the right, in the same direction as the traffic next to you. Riding with the flow of traffic makes you more visible. Riding on the left, against traffic, is illegal and dangerous. Motorists and other road users are not looking for bicyclists on the wrong side of the road. Riding the wrong way increases the chance of a head-on collision with vehicles moving with the normal traffic flow.

OBEY TRAFFIC SIGNS & SIGNALS:
Know and obey all traffic laws. Give motorists a reason to respect bicyclists! It is illegal and dangerous to ride through stop signs, red lights, impede traffic, ride several abreast, or ride the wrong way down a street. These illegal actions reinforce the myth that bicycle drivers are irresponsible and do not belong on the road. By driving your bicycle in a safe manner (watching out for yourself as well as others) you make it easier for motorists to treat you as an equal on the road and be polite to you or the next bicyclist they see.

USE HAND SIGNALS
Use the proper hand signals for left or right turns and for slowing or stopping. When turning, you must signal continuously at least 100 feet before the turn and while you are stopped waiting to turn, unless use of your hand is needed to control your bicycle.

RIDING ON SIDEWALKS & IN CROSSWALKS
You are allowed to ride your bicycle on a sidewalk or in a crosswalk unless it is prohibited by official traffic control devices or local ordinances. When riding on a sidewalk or in a crosswalk, you must observe all the rules and regulations applicable to pedestrians, yield the right-of-way to pedestrians, and give an audible signal before passing them. An audible signal can be a bell, horn or your voice saying, "Hello, passing on your left." However, riding on sidewalks is not recommended. Many crashes between bikes and cars occur on sidewalks at driveways and street crossings, especially when bicyclists ride against the flow of traffic. You should always walk your bicycle in busy shopping areas or on downtown sidewalks. Sidewalks are for pedestrians, not bicyclists, and you should be courteous and ride slowly and cautiously.

ABC Bike Check:
Using the bicycle show students how to ensure that their bicycle is ready to ride. Students should follow these easy steps each time they go for a ride and ask a parent or bike mechanic to help if their bike doesn't pass the check!

A: Air! Make sure the tires are inflated. This can be done by squeezing the tire to see if it is rigid. Similar to car tires, the recommended inflation is printed on the sidewall of the tire.

B: Brakes! This is one of the most common things we at Bicycle Colorado see- brakes that either don't function well or don't function

at all. It's really hard to avoid dangerous situations when your bike won't stop or slow down! Students can check the brakes by squeezing handbrakes and rocking the bike back and forth or kicking the kick brake back. Hand brakes should keep the bike still while the bike is being rocked back and forth and should not compress all the way down to the handlebar.

C: Chain and Cranks! You should test to see if the chain is tight (not droopy) and well oiled. Rusty chains can seize or break. Cranks should be jiggled to see if the move from side to side. If they do the bolts on the cranks should be tightened.

It is also recommended that students take their bike for a quick test ride before a long bicycle adventure. This helps prevent major mechanical problems far from home.

LESSON 3: ON BIKE SKILLS

Once students have a grasp of helmets, rules of the road and ABC Check they are ready to get on some bikes! We suggest doing this lesson on a day when some students can ride to school and let the class use their bikes. You may also be able to ask a local bike shop to send out a mechanic to make sure the bikes are ready to roll.

Objectives: Students should come away with this being able to control their bicycles.

Suggested location: A parking lot or large blacktop.

Materials: Sidewalk chalk, cones, masking tape, volunteers, helmets, cootie caps (if students are borrowing helmets).

Activity: Set up bicycle activity course using diagrams included in this section. Fit and double check helmets on students. Walk students through the course for the first time and explain each station. It is recommended that no more than 6 students at a time are on the course; this keeps things under control and allows use of just a few bikes. Station volunteers at each station to help students master the stations.

LESSON 4: BICYCLE SPEED CONTROL

Objectives: Students will learn to control their bikes at slow speeds using braking and balance.

Suggested Location: Basketball court of 4-square court

Materials: Bikes, Volunteer, masking tape, sidewalk chalk

Activity: We like to call this on the Snail Race. Using the diagram in this section create the course using masking tape and sidewalk chalk. Students should line up in heats and "race" from one end to the other. Students must keep their feet on the pedals, ride within their lane, and start on time to avoid being disqualified. The last student from each heat to cross the finish line without being disqualified wins.

LESSON 5: HOW TO FIX A FLAT TIRE

This lesson is important, but time consuming. We suggest doing this after school one day when students have their own bikes. It is critical to have a few volunteers who have knowledge of bicycles to help out.

Objective: Students will learn to fix the most common bicycle problem, a flat tire.

Materials: Bicycles, pumps, patch kits, spare tubes, tire levers.

Activity: Using the Fix a Flat worksheet included in this tool kit demonstrate how to remove a wheel, dismount a tire, inspect and patch a tube then re-insert the tube and put the wheel back on the bicycle.

LESSON 6: NAVIGATING

This lesson is a great opportunity to get your local planning office, bicycling club, and parents involved. As students are using bicycles to get to and from school, activities and friend's houses they should learn how to pick appropriate routes and navigate.

Objectives: Students will learn to choose an appropriate bicycling route within their community.

Materials: Maps of local area (talk to your city of county for this information), parent volunteers or local cyclists

Activity: Students and volunteers should make a list of places near students' homes and schools that students frequently visit. Volunteers will work with students to choose appropriate bicycling routes taking into consideration bicycle trails, bike lanes, traffic speeds, and roadway shoulder. It is important to keep in mind that the best bicycling route is not usually the best driving route. Have students present their routes to the class and compare different routes that students chose.

TIPS FOR WALKING TO SCHOOL SAFELY

Walking is an energizing and fun way to get to school. Follow these tips to make sure that your walk is safe and fun.

WALK TOGETHER

Younger children should ALWAYS walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible
- Ask your parents to help you pick a safe route to school; one that avoids dangers
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts or side trips.
- When you are near the street, don't push, shove, or rough house with each other.
- Never take rides from strangers!
- Talk to your parents or teacher about any bullying that may happen during your walk.

BE SEEN

Remember, drivers may not be able to see you well. Always wear bright colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

LOOK FOR TRAFFIC

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

CROSS THE STREET SAFELY

1. Stop at the curb or the edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and then begin crossing.
4. Keep looking for traffic until you have finished crossing.
5. Walk, don't run across the street.

OBEY TRAFFIC SIGNS, SIGNALS AND SCHOOL CROSSING GUARDS

*adapted from National Center of Safe Routes to School

BICYCLE COLORADO - 1525 MARKET #100 - DENVER, CO - 303-.417-1544

READY. SET. WALK!

BICYCLE COLORADO'S SAFE ROUTES TO SCHOOL

Prepared by Bicycle Colorado - www.bicyclecolorado.org

CONSEJOS PARA CAMINAR A LA ESCUELA SEGURAMENTE

Caminar a la escuela te da energía y gozo. Asegúrate de seguir estos consejos para que el camino sea seguro y divertido.

CAMINAR JUNTOS

Los niños más jóvenes deben caminar SIEMPRE con un adulto. Avisa a tus padres que caminar es muy buen ejercicio, y que es una manera muy linda de pasar el tiempo juntos.

Si tus padres te dicen que puedes caminar a la escuela sólo, acuérdate de estos consejos:

- Camina con un amigo cuando sea posible
- Pide ayuda de tus padres para elegir una ruta segura a la escuela que evita peligros como cruces con mucho tráfico.
- Mantén la ruta que elegiste con tus padres. No dejes que los amigos te convenzan pasar por otras rutas que pueden ser más peligrosas.
- Cuando estás en la calle, no empujas ni juguetees con otras personas de una manera que pueda ser peligrosa con el tráfico
- ¡Nunca jamás te subas a un automóvil con una persona desconocida!
- Habla con tus padres o maestros si alguien te trata mal mientras estás caminando.

SER VISIBLE

Acuérdate, los conductores tal vez no te pueden ver bien. Siempre usa ropa de colores brillantes o claras, y si está oscuro afuera, lleva una linterna o ropa que refleja la luz.

CUIDARSE DEL TRAFICO

Mira para ver si hay tráfico en cada calle o entrada de autos que cruzas. Cuidado si hay personas en carros estacionados o parqueados, ya que pueden estar a punto de salir a la calle en auto.

CRUZAR LA CALLE CON SEGURIDAD

1. Párate en el bordillo.
2. Mira hacia la izquierda, derecha, izquierda, y atrás para ver si hay tráfico.
3. Espera hasta que no haya tráfico y comienza a caminar.
4. Sigue mirando para ver si hay tráfico hasta que termines de cruzar la calle.
5. Camina, no corras.

OBEDECER LAS SENALES DE TRAFICO Y LOS GUARDIAS DE CRUCE

*adapted from National Center of Safe Routes to School

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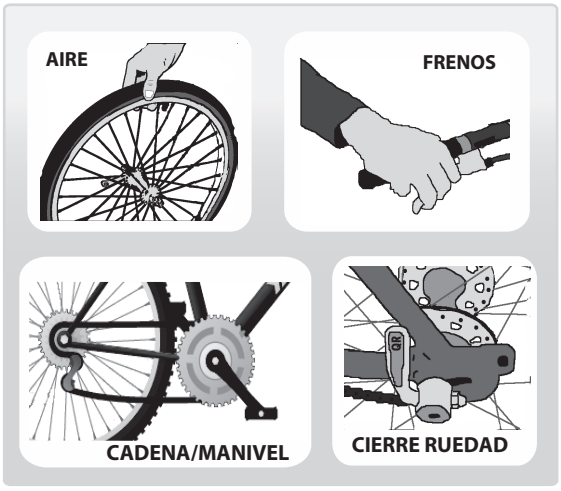
CONSEJOS PARA ANDAR EN BICICLETA A LA ESCUELA SEGURAMENTE

¿Puedes pensar en una manera más divertida y emocionante de llegar a la escuela que andar en bicicleta? Andar en bicicleta te deja sintiendo revitalizado y refrescado. Simplemente asegúrate de llegar seguramente siguiendo estos consejos:

¡SIEMPRE USA EL CASCO!

Usar el casco es el componente esencial número uno para andar en bicicleta. Mantiene tu cerebro y cabeza protegidos en caso de un choque. Asegúrate que el casco te quede bien, viendo que te queda en un nivel plano en la cabeza, y que te quede ajustado para que si mueves la cabeza el casco no va a ninguna parte.



CHEQUEO RAPIDO PARA TU BICICLETA

- Aire - Aprieta las llantas, asegurando que estén firmes y llenas de aire.
- Frenos - Aprieta los frenos y trata de mover la bicicleta. Si la bicicleta mueve, significa que necesitas arreglar los frenos.
- Cadena/Manivela - Asegura que la cadena está bien lubricada y no oxidada. Mueve un poco la manivela (la parte donde pones el pie) a ver que los pernos estén bien fijos
- Cierre Ruedad - ¡Averigua que la cierre ruedas en la llanta está cerrada bien firme antes de montar la bicicleta para que la rueda no caiga!

VISTETE APPROPRIADAMENTE

- Usa colores brillantes para que los conductores de autos te vean bien
- Ata bien los cordones de los zapatos para que no se te enganchen en la rueda
- Dobla los pantalones o utiliza una correa para que los pantalones no se te enganchen en la rueda
- ¡Ponte el CASCO!
- También trae una mente alerta para que puedas reaccionar rápidamente a cualquier situación

OBEDECE LAS REGLAS DE LA VIA

- Sigue las mismas leyes que los carros, obedeciendo las señales y leyes de tráfico
- Anda al lado derecho del camino
- Anda en bicicleta en una línea derecha
- Mira hacia atrás y señala antes de doblar
- Usa luces delanteras y traseras si es de noche
- Siempre para al final de tu camino de entrada de coches y mira hacia la izquierda, la derecha, y luego la izquierda de nuevo, antes de entrar a la calle

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READY. SET. RIDE!

BICYCLE COLORADO'S SAFE ROUTES TO SCHOOL

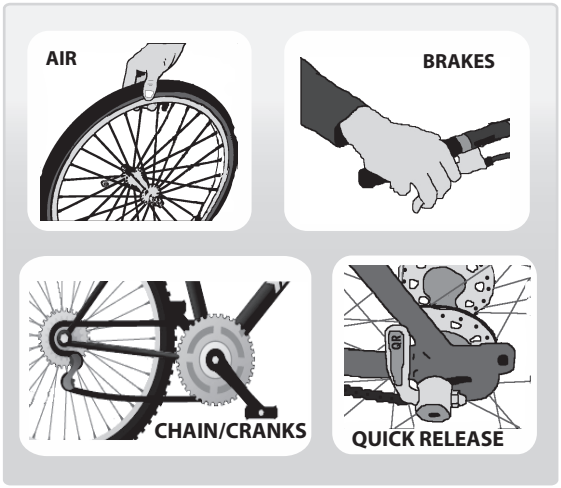
Prepared by Bicycle Colorado - www.bicyclecolorado.org

TIPS FOR BIKING TO SCHOOL SAFELY

Can you think of a more exciting way to get to school than by bike? Riding to school leaves you arriving refreshed and revitalized. Just make sure you get there safely by following these tips:

ALWAYS WEAR YOUR HELMET!

Wearing a helmet is the number one essential component to riding your bike. It keeps your brain and skull protected in case of a crash. Be certain that you fit your helmet correctly by making sure it is level on your head and fits snugly so if you shake your head, your helmet doesn't go anywhere!



"ABC QUICK CHECK" YOUR BIKE FOR

- **A**ir - Squeeze your tires, make sure they are hard and full of air.
- **B**rakes - Squeeze your brakes and rock your bike. If it moves, your brakes need fixing.
- **C**hain/Crank - Make sure the chain is lubricated and not rusty. Wiggle the cranks to ensure that the bolts are tight.
- **Q**uick Releases - Make sure the quick release lever on the tire is closed and tight before riding so the wheel doesn't fall out!

DRESS APPROPRIATELY

- Wear bright colors so motorists can easily see you.
- Make sure your shoe laces are tied so they don't get caught in the chain.
- Roll up your pant leg or use a strap so it doesn't get caught in bike parts.
- Wear a HELMET!
- Also bring a sharp and alert mind so you can react quickly to any situation.

OBEY THE RULES OF THE ROAD

- Follow the same laws as cars by obeying traffic signs, signals, and laws
- Ride on the right
- Ride in a straight line
- Look back and signal before turning
- Yield to pedestrians
- Use lights if riding at night
- Always stop at the end of your driveway and look left, right, and then left again before entering the road

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READY. SET. RIDE!

BICYCLE COLORADO'S SAFE ROUTES TO SCHOOL

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What's Wrong With This Picture?

What could these bicyclists do to be safer?

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SEEK AND FIND

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PARTS OF THE BICYCLE

READY. SET. RIDE!

BICYCLE COLORADO'S SAFE ROUTES TO SCHOOL
LEARN · WALK · RIDE · HAVE FUN

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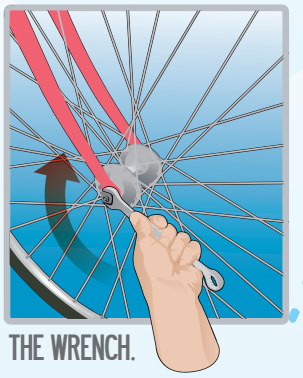
HOW TO FIX A FLAT.

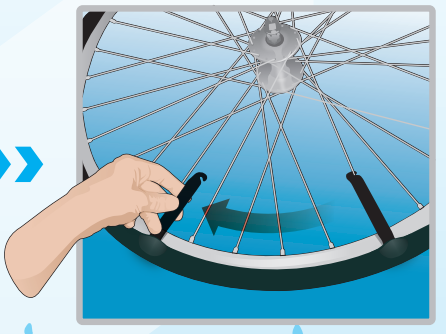
THINGS YOU WILL NEED BEFORE YOU START. A 15 MM WRENCH (FOR THE WHEEL). A PATCH KIT OR A SPARE TUBE. WHITE COLORED PENCIL. TIRE LEVERS. A PUMP. & A GOOD ATTITUDE.

THE START

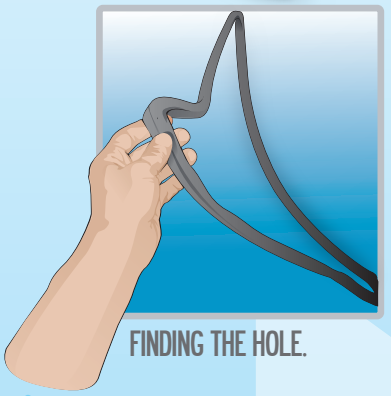
THE FLAT.



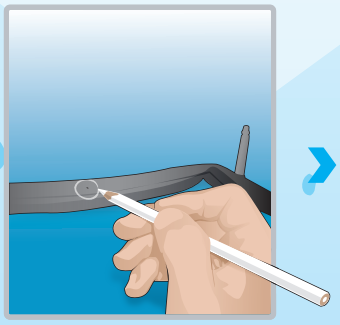
THE WRENCH.



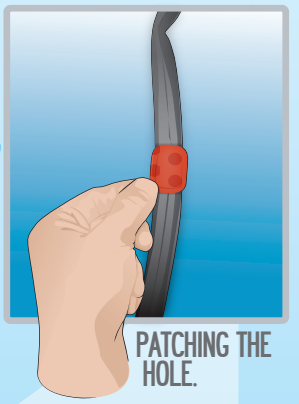
USING THE TIRE LEVERS.



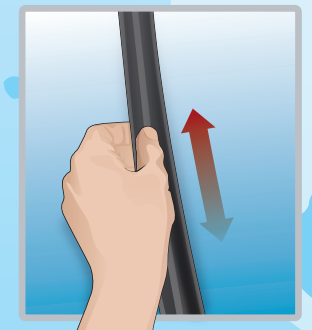
FINDING THE HOLE.



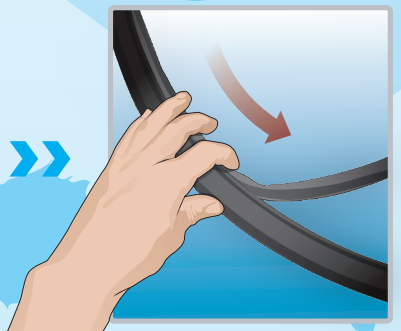
MARKING THE HOLE



PATCHING THE HOLE.



CHECK FOR SHARP OBJECTS.



INSERT THE TUBE, AND PUT THE TIRE ON THE RIM.

PUMP IT UP.

TRY A TEST RUN OF THIS AT HOME ONE DAY.
PRACTICING WILL MAKE IT FASTER AND EASIER WHEN YOU DO GET A FLAT.
THE FASTER YOU CAN DO THIS THE FASTER YOU'LL GET BACK OUT ON THE ROAD!

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A TIP!

THE INSTRUCTIONS..

1. Remove the wheel. Some wheels have quick release levers and some have bolts. If you have a quick release, open the lever and take your wheel off. If you have bolts you may need a wrench. Remember, Lefty Loosy and Righty Tighty when using the wrench
2. Let any extra air out of the tube. If you have a slow leak it will be easier to remove the tire with no air in the tire. If your tire is totally flat you are ready to remove the tire!
3. Using a tire lever pry one side of the tire from the rim. This is easiest to do by prying up the bead of the tire in one place and sliding the lever around the wheel.
4. Remove the punctured tube.
5. Inspect the tire. The cause of your flat could still be lurking! Check the tire for glass, wire, thorns or other sharp objects. Do this carefully so you don't cut your fingers if you find the sharp object. If you find the cause of the flat, remove it carefully keeping in mind that there might be two or three sharp things in your tire.
6. Insert new or patched tube. There are many different types of tool kits so if you are patching be sure to follow the instructions on your patch kit.
7. Put tire back on the rim being careful not to pinch the tube. This can be tricky!
8. Pump up your tire to the proper pressure (this is printed on your tire)
9. Put your wheel back on your bike. Be sure to tighten it down!

READY. SET. RIDE!

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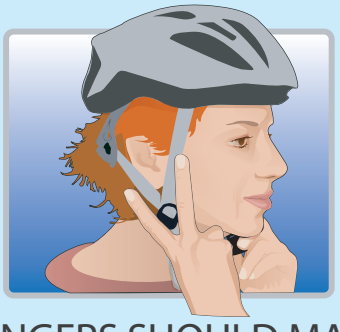
DOES YOUR HELMET FIT?

USE THE TWO FINGER TEST!

TWO FINGERS BETWEEN BOTTOM HELMET AND TOP OF EYEBROWS.



TWO FINGERS SHOULD MAKE A "V" WITH STRAPS AROUND EARS.

ONLY TWO FINGERS FIT SNUGLY BETWEEN STRAP AND CHIN.

READY. SET. RIDE!

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