

SECTION 2

RODEO STATIONS

STATION 1

Sign-in and Orientation

Participant registration and rodeo explanation

STATION 1 is a sign-in and orientation station for participants. Informational handouts and posters for people to read along the way should be available, as well as bags (with logo) to carry the handouts.

You will need a numbered hangtag for each participant's bike. Number the tags prior to the event, so that you are able to keep track of the number of participants. See Section 4, page for a sample tag or order from the Handout order form at the end of this section.

Before sending a child through the course, explain the following:

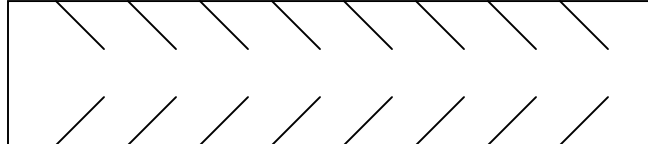
1. How many stations they are expected to complete in the event.
2. The instructor will discuss their performance with them when they complete each station.
3. When they satisfactorily complete the station, the instructor will mark their hangtag and they can proceed to the next station.
4. If they don't complete the station the first time, they may go back to the end of the line and try again, or go on to the next station and return later to the one(s) they would like to try again. Their hangtag will not be stamped until they successfully complete the station.

STATION 2

Safety Inspection & Registration

Checking participant's bicycle for condition, basic fit and registration

Suggested layout for the station: have the children park their bicycles between the stripes.



Allotted time:

Try to allow 5 to 10 minutes per child in the group.

What this station teaches:

Children and parents will get a quick bike check and learn some of the important maintenance problems to watch for.

Why it's important:

In order to ride safely, the cyclist must be in control of the bicycle and it should work well and fit right.

The information:

The intent here is to check bicycles for basic fit and condition, not to renovate them, The Handout Sample section has a Bicycle Inspection Checklist form that you can order.

Sizing: The rider should be able to stand flat-footed over the bicycle with at least an inch of clearance above the top tube. On a "step through" frame, the rider must be able to reach the pedals while seated.

Chain: If the bicycle has a coaster brake, there should be a little up-and-down play in the chain.

Coaster brake: While pushing back on one pedal push the bicycle forward, the rear tire should skid. Also check to make sure the brake arm is attached to the frame.

Crankset: Check the bearing by grabbing the left crank arm where it goes through the frame and try to rock it up and down. If it rocks, the bearings need adjusting.

Frame and fork: The fork should be in a continuous straight line down from the frame's head tube.

Hand brakes: The pads should not be worn out and should hit the rims squarely. The brake pad holders should not have an open end facing forward. The brake levers should work smoothly, with an inch of clearance between the levers and the handlebar when fully applied.

Handlebar stem: Try to turn the handlebars while holding the front wheel straight between your legs. If they turn, the binder bolt on the handlebar stem needs to be tightened.

Headset: To check the headset, try to rock the handlebar stem forward and backward. The headset is the two sets of bearings where the fork and handlebars go through the head tube of the frame. If you find any rocking, the headset should be tightened. To make certain that the headset is not too tight, lift the front wheel off the ground and turn the handlebars from side-to-side. If the headset is too tight, you will find that the handlebars catch or there is a grinding noise.

Pedals: The pedals are not adjustable, but make sure they are in good condition.

Saddle height: A young rider or one just learning to ride should be able to put both feet on the ground while seated. For a more experienced rider, the leg should be able to be almost straight while pedaling. The saddle should be level.

Spokes and rims: The spokes should be finger tight and the rim should be straight.

The lesson

Have the volunteers at this station go over each of the above points and give the child and parent the completed Bicycle Inspection Checklist form. The best way to run this station is to have the parents take part in the inspection so they can learn of any problems their children's bicycles may have.

What you'll need:

- One instructor
- Three to six assistants
- An assortment of tools
- Any equipment you want to give out (reflectors, etc.)
- 20 to 50 pencils and sharpeners
- Enough Bicycle Inspection Checklist forms
- A table

STATION 3

Bicycle Helmets and Parent Orientation

Making a family commitment to safety: information for parents, proper fitting and helmets available

Suggested layout for the station: instructor in front of group where he/she can be seen and heard.

Allotted time

Try to allow five to ten minutes per group.

What this lesson teaches

A bicycle rodeo won't change a child's bad habits, but parents can learn about safe cycling and hopefully can continue to reinforce it at home.

The information

Children like to imitate grown-ups and their peers. Peer pressure is the biggest barrier to teaching children safe bicycling, which includes wearing a helmet.

Parents must understand that teaching children how to bicycle safely is a part of purchasing their bicycles. They should also realize that an unprepared child does not have a safe place in traffic.

The lesson

Gather the parents and handout brochures and flyers. Talk about traffic rules as they pertain to bicycles in traffic, especially:

- Riding with traffic
- Obeying traffic controls
- Yielding to traffic – where and when
- Not riding at night without proper equipment

Urge parents to watch their children complete the various stations and to note at which stations the child has problems. Parents can work with the child at home on the problem areas.

What you'll need:

- One instructor
- Brochures and flyers
- A sign "Parent Information and Helmets"

Answering Questions About Bike Helmets

How can you tell if a helmet is safe or “approved”?

People should use only helmets which meet bicycle helmet safety standards of the Consumer Product Safety Commission (CPSC) effective March 1999, or the Snell Memorial Foundation. All helmets meeting these standards have labels on the outside or inside stating the standard met.

Do all bike helmets meet the standards?

Beware! The standards are not mandatory. Not all helmets available in shops or purchased in past years meet any of the standards. Some are filled with squishy, soft padding. These do not provide good crash protection. Don't buy or use a helmet unless it has a label stating that it meets the “CPSC” or Snell Memorial Foundation standards.

What about using helmets intended for other sports or uses, like motorcycle, football, hockey or mountaineering helmets or construction hard hats?

Each type of helmet is designed for protection in specific conditions and may not protect in bike crashes or falls. It is not advisable to wear the incorrect type of helmet for any of those uses. Bike helmets are very protective in head-first falls at fairly high speeds, as well as being light and well ventilated for comfort and acceptability.

Where can consumers get helmets?

Helmets meeting the safety standards are available at bicycle shops and at some discount, department and toy stores in adult, toddler and children's sizes and styles.

What are the merits of the two types of helmets, “hard shell” and “soft shell”?

- The essential part of the helmet for impact protection is a thick layer of firm Styrofoam, called polystyrene that crushes on impact.
- “Hard shell” helmets also have a hard outer shell of plastic or fiberglass that provides a shield against penetration for sharp objects and holds the polystyrene together if it cracks in a fall or crash.
- The “soft shell” helmets have no hard outer shell but are made of an extra thick layer of polystyrene covered with a cloth cover or a surface coating. The cloth cover is an essential part of many soft shell helmets. If the helmet comes with a cover, the cover must always be worn to hold the helmet together if the polystyrene cracks on impact.
- While there is no consensus on the relative safety of the two types, models of both types must pass the CPSC tests. The soft shell helmets are lighter than the hard shell versions.

Are there helmets for preschoolers?

Yes, many small helmets are of the soft shell variety. They are light, minimizing the weight for small children whose necks may not be strong enough to hold a hard shell helmet comfortably. These usually have tough outer surface coating instead of a cloth cover. Helmets (and bike travel) are not suitable for babies under age one, whose neck structure is very weak and the use of bike carriers for toddlers also is not recommended.

STATION 4

Demon Driveway

Children *can* learn to avoid the biggest cause of car/bike accidents for young riders: riding out of a driveway without looking.

Allotted time

Allow about 30 seconds per child per pass.

What this station teaches

Students will learn the steps for entering the roadway without accident.

They will look back and forth for passing traffic and proceed when it's clear.

Why this is important

For young bike riders (ages 5-8), fully 50% of the deaths happen this way: they ride into the road from a driveway or sidewalk and are hit by a passing car. They don't look. They don't stop. They don't even slow down.

This type of accident doesn't happen on busy streets, it usually happens in the kid's own neighborhoods on quiet streets they know well. In many cases, some sort of sight obstruction (fence, parked car, etc.) blocks the motorist's view. The motorists, by the way, are seldom speeding.

The maneuver

Cyclists should stop and look both ways before riding into the road. They should yield to any nearby pedestrians and then creep out far enough to see around "sight obstructions" like a bush or parked car.

If traffic is coming, they must wait until it's clear, then look again and enter the roadway when safe.

With "freewheeling" bikes (those without coaster brakes), cyclists should pull one pedal up to about 10:00 for a fast, smooth take-off. With coaster brakes, they should stop with the front pedal between 9:00 and 12:00

The lesson

As students approach the station, the instructor gives them instructions and helps get them into single file order, heading towards the driveway. The "car holders" stand in the positions shown in the diagram.

The instructor explains the reason for the lesson and demonstrates the use of the cardboard cars. If the car is facing the driveway, that means that there is traffic. If the car is turned away, that means it is clear to proceed.

Next, send them one at a time to the end of the "driveway" with the purpose of turning left onto the "road".

When the riders get to the end of the driveway, they will have to move out far enough to see the cardboard cars. The instructor should give tips like "remember traffic changes quickly" and ask questions like "how many cars does it take to hurt you?"

Since traffic isn't static, the car holders will occasionally turn their cars one way or the other. Where it may just have been clear in one direction, there may be traffic now and vice versa. They should look back and forth until there is no one coming from either direction and then go.

With very young children, take it easy but with older cyclists (10 +), you can make it tough by turning the "cars" back and forth more often.

Judging performance

1. **Try again if:**

- The child rides out without stopping
- The child stops and looks only one way before riding out

2. **Good**

The child stops and looks both ways but without checking both directions again when a car is seen. (“good” because the child gets the basic idea but needs to improve)

3. **Better**

The child stops, looks and checks again before going and gets through without being “hit”.

4. **Best**

In addition, the child takes off smoothly with good pedal position.

What to tell the kids

1. **Try again**

Remembers to stop at the end of the driveway, look both ways for traffic and go only when safe.

2. **Good**

Almost! To get better, look back and forth – remember traffic changes – and go only when safe!

3. **Better**

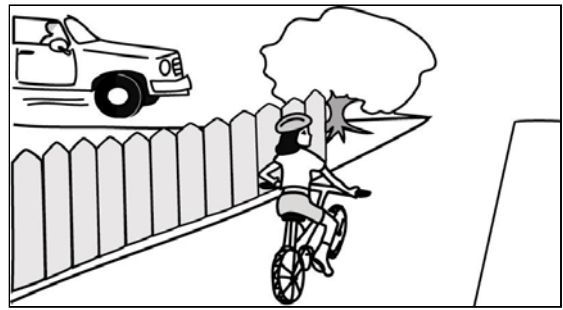
Pretty good! To get better, work on your pedal position. If you stop with your front pedal higher than your rear pedal, you can push off smoothly.

4. **Best**

That was great!

What you will need

- An instructor to run the show and get the kids lined up
- Two assistants holding cardboard “cars”
- One evaluator
- Two slight obstructions (these could be cardboard fences or bushes or actual parked cars)
- One cardboard sign that says “Demon Driveway Ahead”
- One sign that says “This Way to Street”



Important Things to Remember

Remember that a child’s perception, as well as physical ability, is different than an adult’s.

- They may not have fully developed peripheral vision, which can restrict them from seeing danger.
- They may not be able to determine where a sound, such as from a car, is coming from.
- They often do not have a sense of danger.
- They have a hard time determining when their actions may cause them harm.
- They have trouble judging the speed and distance of approaching vehicles.
- Children are impatient. They may not wait for safe situations, such as a green light or a clear crossing.
- Children are easily distracted. Something that interests them may distract them from their attention to the bicycle and traffic.
- Their games and fantasy can impede the safe operation of their bicycle.
- Children often believe their parents, or other adults will look out for their safety, will watch for and warn them of danger, or prevent it from affecting them. They also may assume that an adult motorist will see and avoid them.
- Children are vulnerable to the pressures of other children to do things that might not be safe.

According to the National Safe Kids Campaign, more than 50% of child fatalities occur when a child rides out into the street from a sidewalk and collides with a car. More than 60% of child injuries and fatalities occur at intersections.

STATION 5

Crazy Crossroads

Teaching children to stop at stop signs

Allotted time

Allow 15 seconds per child

What this lesson teaches

Students will learn to pull up at a stop sign, wait for any pedestrians, then stop far enough out to see beyond any obstacles, position their pedals for a powerful take-off and go when there is no conflicting traffic.

Why this is important

Cyclists who run stop signs take a big risk. Nationwide, running stop signs is the number one cause of injury producing bicycle/car crashes. It is the number three cause of cyclists' deaths.

Bike riders have the same responsibilities at a stop sign as other drivers.

1. Stop completely
2. Yield to all cross traffic

The maneuver

As cyclists approach a stop sign, they should scan the nearby sidewalks and crosswalks for pedestrians. They should stop and wait behind the "stop line" if there are pedestrians about to cross.

Cyclists with "freewheeling" bikes (without coaster brakes) should pull one pedal up at the 2 o'clock position while they wait for traffic to clear. This will allow a fast and smooth take-off.

The lesson

Cyclists will arrive here from the "Demon Driveway", fresh from dealing with cross traffic at a driveway setting. Here, the task is the same, only the context is slightly different.

As the students approach the station, help get them into single file order, heading towards the stop sign. The "car holders" should stand in the positions shown in the diagram (page 20).

Explain to the children that, as before, a cardboard car held facing them means traffic is coming while one turned to the side means it's clear. The child must stop, move out far enough to see traffic, look both ways, continuing to check until there's no one coming and then take off.

An option to try

You can make this station more of a challenge and more fun for the older riders if you have four assistants holding cars (two on each side).

Judging performances

1. *Try again*

- The child rides through without stopping.
- Stops and looks only one way before starting out
- Stops and looks both ways and sees a car, waits until the car disappears but doesn't re-check other directions before going.

2. *Good*

The cyclist pulls well to the right and stops at the stop sign. Looks and checks again before going and gets through without being "hit". (Pulling over to the right when going straight puts the cyclist out of the motorists view and is a mistake.

1. **Better**
The child rides straight up and stops, looks and checks again before going and gets through without being “hit”.
2. **Best**
In addition, the child takes off smoothly with good pedal position.

What to tell the kids

1. **Try again**
Remember to stop at the stop sign, look both ways for traffic and go only when safe.
2. **Good**
Good going! To get better, don’t pull way over to the right as you approach and work on your pedalposition. If you stop with your front pedal higher than your rear pedal, you can
3. **Better**
Pretty good! To get better, work on your pedal position. If you stop with your front pedal higher than your rear pedal, you can push off smoothly.
4. **Best**
Good job!

What you will need

- An instructor to run the show and get the kids lined up
- Two assistants holding the cars
- One evaluator
- Two slight obstructions (use car parked as shown (page))
- One sign that says “Crazy Crossroads”
- One cardboard stop sign and pole to hold it up.

An option to consider

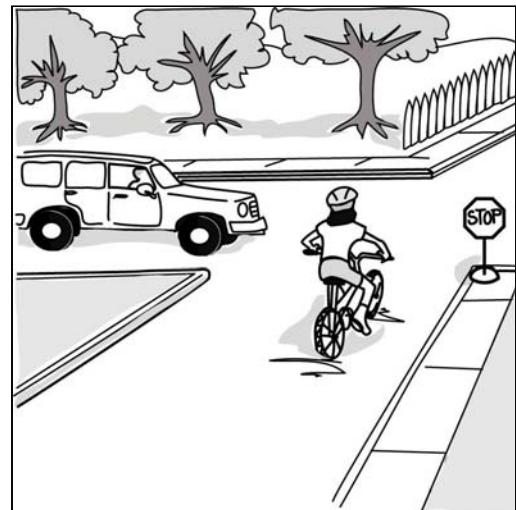
If you have access to the local traffic signal office, you might try setting up a signalized intersection.

Get an outdated signal head, mount it on a pole and wire it to a push button.

Have an instructor sit next to the signal and turn the light red occasionally.

If you do use this option, add one extra “evaluator” to the station in order to judge the cyclists performances.

If the light turns yellow as they approach, they should stop as well.



STATION 6

Who's There??

Teaching children to look behind for traffic

Allotted time

Allow about 15 seconds per child per pass, three passes per child.

What this lesson teaches

Students will learn to look back for traffic without swerving more than one foot to either side and without falling.

Why this is important

Making left turns or swerves without looking back is a mistake that leads to many car/bike accidents. It is the second leading cause of fatal crashes and the third leading cause of non-fatal accidents.

Cyclists often complain that looking back makes them swerve about. As this lesson proves, cyclists can learn to look behind and ride a straight line. Learning to do so should increase a cyclist's confidence and safety on the road.

The maneuver

There are several ways to look back. Cyclists can look over their shoulders (most common) or under their arms (sometimes used on a bike with dropped handlebars).

Unskilled cyclists often find themselves swerving in the direction they look. If they look over their left shoulders, they swerve out into traffic.

However, if they ease their grip on the handlebars and hold their shoulders steady when they look back, cyclists can ride straight. Interestingly, children seem to have less trouble learning this skill than adults do.

The lesson

As the students arrive at this station, describe the following situation for them:

"You are riding down the street and decide to take a left at the next corner. What's the most important thing to do before making that left turn?"

Most likely, the answer will be "give hand signals". Tell them signaling is important but there is something much more important. If no one guesses, ask "Would you just hold out your hand and go?" If they still don't guess the answer, tell them "looking behind you!" Then ask why it's important.

They will probably know one answer, "cars!" Ask for others; there are other types of traffic that might be coming up from behind: busses, trucks, motorcycles and of course, bicycles.

Next describe the actual lesson. The cyclist will ride one at a time down the three-foot wide lanes you've laid out. They should stay within the lines.

Your assistant will wait until each child passes by and then shout, "LOOK!" They will either be holding a cardboard car up or have it hidden. The students should look back and shout "car!" or "no car" depending on what they see.

Judging performance

1. Try again if:

- The child weaves outside the lane
- The child shouts the wrong answer ("car" or "no car")

2. **Good**
The child weaves about a foot in one direction or the other but stays within the boundary and shouts the right answer
3. **Better**
The child weaves or wobbles some but generally rides straight and shouts the right answer
4. **Best**
The child rides very straight and shouts the right answer

What to tell the riders

1. **Try again**
Remember to ease up on your handlebars a bit and get a good look at what's behind.
2. **Good**
Good going! To get better, ride a nice straight line.
3. **Better**
Pretty good! To get better, ride a nice straight line.
4. **Best**
Not bad at all! Don't forget this skill when you're on the road.

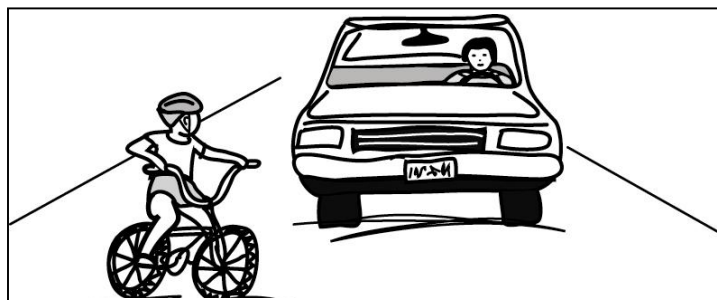
What you will need

- An instructor to talk to the students at the entrance
- Six assistants holding the cars
- Six cardboard cars
- One evaluator
- Three striped lanes 3 feet wide

Safe Clothing

What your child wears is also very important. The right clothing can help keep your child safe while riding a bike.

- **Fluorescent or bright-colors** will help other people see your child on the road. Avoid dark clothes like black, brown or navy especially at dusk or at night.
- **Lightweight clothes**, especially during the summer months, will help your child to avoid becoming overheated. Your child should drink plenty of water and keep a full water bottle on the bike.
- **Pant legs shouldn't be loose-fitting or flared** so they don't get caught up in the chain while riding.
- **Riding gloves** can protect your child's hands, especially during off-road biking. They can be purchased from any bike store.
- **If a backpack is worn while riding**, make sure the straps are tied up so they don't become tangled in the spokes of the wheels. Better yet, tie the backpack in a basket or strap it to a rack.
- **Choose shoes that grip the pedals.** Cleats, shoes with heels or flip-flops can easily slip off the pedals. *Your child should never ride barefoot!*



STATION 7

Rock Dodge/Thread the Needle

Teaching children control and balance

Allotted time

Allow about 30 – 45 seconds per pass per child

What this lesson teaches

Children will learn to dodge their front wheels around a rock at the last moment without veering more than one foot to either side and without falling. They will also learn to go between two close objects without hitting either.

Why this is important

With so much to pay attention to, cyclists sometimes fail to notice a rock or other roadway hazard until it's almost too late to avoid it. Then they either hit it or they swerve wildly to avoid it. Neither approach is correct

This lesson will hone the cyclists' skills at staying upright and avoiding roadway obstacles. The riders will also learn to "thread the needle" between several obstacles...after all, rocks on the road often come in groups like in the "Mine Field" later in this event.

There is also another purpose: cyclists who can put their bikes just where they want them are more confident riders. The more confident they are, the more attention they can pay to other things like traffic!

The maneuver

NOTE: It is possible for a cyclist to fall while trying these maneuvers. Tell the children this. If you see any racing or fooling around, take action immediately!

In the Rock Dodge, cyclists ride straight towards an object and steer around it at the last moment. They steer by turning their handlebars first one way (to avoid the object), then turning back the other way (to keep from falling), then turning straight ahead (to continue going straight).

We've added a "complication" to this maneuver. It is amazingly difficult to get most students to wait until the last moment before starting their turn. Instead of last minute dodge, they do a time-consuming but graceful weave. That is not the idea.

So we've added a "thread the needle" maneuver before and after the "Rock Dodge". This is good practice for balance AND it insures that the cyclists ride straight towards the "rock" as they are supposed to.

When "threading the needle", cyclists purposely ignore the obstacles and concentrate instead on the clear path ahead. With practice, they develop a sense for just where their wheels are and almost instinctively steer easily through what would look to others like an obstacle course.

The lesson

Explain the maneuver using the information given above, then have a skilled rider demonstrate the maneuver using the set-up shown on page. (Use sponges or pieces of plastic in place of rocks!) Have your rider go through the entire course before having the group try it.

This will only be necessary with the first batch of riders. After that the students pick it up from watching the others in front of them and from your tips.

Then, send them through one at a time at a modest speed. This isn't a race. For the first lane keep the clearances loose. One assistant's task will be to watch the riders carefully and give tips.

At the next lane, the "needles" are closer to each other and to the "rock". Again, the assistant should help with tips. At the last lane, the riders will be tested.

NOTE – The front wheel is the important one to get around a rock because it's the wheel that steers. If you hit an obstacle with your rear wheel, you may get a flat or dent your rim. But, if you hit with your front wheel, you'll probably be on the pavement before you know it. That's no fun.

This is worth mentioning because children almost always say something if your demonstrator hits the "rock" with the rear wheel.

What you'll need

- One skilled rider to demonstrate
- One instructor
- One or two helpers to direct traffic and coach
- Thirty to forty sponges or pieces of plastic stair tread approximately 3 x 5 inches each.

Judging performance

(Only one judge third lane)

1. **Try again if**

The child hits at least 3 sponges with the front wheel in one pass

2. **Good**

The child gets through the first "Needle" and around the "rock" but

can't get back through the second "needle"

3. **Better**

The child gets front wheel through both "needles" and around the "rock"

4. **Best**

The child gets both wheels through the "needles" and around the "rock"

What to tell the riders

1. **Try again**

Remember to watch where you're going

2. **Good**

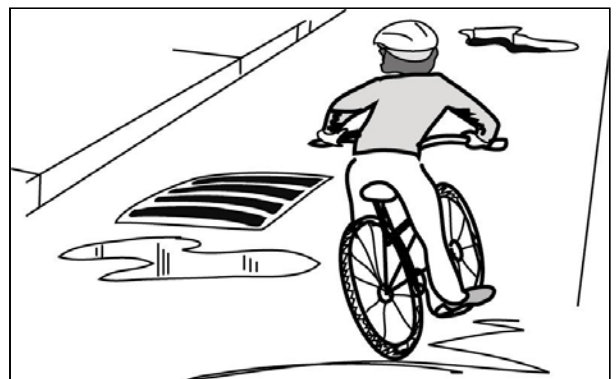
Good going! To get better, get your front wheel around the sponge and don't swing too far around the sponge.

3. **Better**

Pretty good! To get better, see if you can keep your rear wheel from hitting the sponges

4. **Best**

Not bad at all! Can you bunny hop too? (or something like that)



STATION 8

Dodge-em Drive

Teaching children to deal with assorted roadway hazards

Allotted time

Allow about one minute per student per pass.

What this lesson teaches

Students will apply what they learned in “Who’s There?” to a road type situation. They will learn to look ahead for hazards, decide how to deal with them and, if they need to move left, look behind for traffic before doing so.

Why this is important

When presented with obstacles near the right edge of the road – for example, potholes or drain grates – cyclists have two main choices: either move left to go around or ride over them.

Since riding over a hazard could throw the cyclist to the ground, the best option is usually to go around. Unfortunately there’s a catch...

Over 16 % of the fatal bike / car crashes and over 14 % of the non-fatal crashes happen when a cyclist either swerves to the left or turns left without looking back or yielding. Half of the cyclists involved are younger than 13.

These accidents happen most often during the daytime on two - lane residential streets. In 94 % of the cases, the cyclists do not look back before moving left. Many assume they can hear the cars well enough without looking.

That’s a big mistake. Sometimes a cyclist can hear an approaching car, but occasionally the wind will mask the noise of a nearby car.

Also, some cars are very quiet and, of course, a passing bicycle makes even less noise than a car. Before moving left on the roadway, a cyclist must always look back.

Another similar car / bike crash happens when bicyclists swerve left to go around parked cars. Again, the cyclists forget to look back before moving left.

The maneuver

When cyclists see roadway hazards in their paths, they first need to determine if they can ride through or have to go around. Skilled cyclists can often weave through a group of potholes without difficulty.

On the other hand, if the cyclists decide to move left and go around, they should slow down.

If traffic is coming from behind, they need to decide if the traffic is far enough back to pose no hazard. If it is far enough back, they signal a left merge and move out around the obstacle.

If the traffic is close, they can either slow down and wait until it passes or they can attempt to negotiate a merge. However, the merge maneuver can’t be taught effectively in a bike rodeo setting. It must be

taught out on the road. For this reason the Dodge-em Drive lesson does not attempt to teach merge negotiation.

The lesson

As the cyclists enter Dodge-em Drive, explain that they will be facing roadway hazards up ahead. Remind them of the lessons they've already had – particularly the “Rock Dodge” and “Who's There?” lessons.

Emphasize the points mentioned above. Also introduce the subject of parked cars. Tell them that a cyclist should always give a parked car three feet of clearance. Mention that there is a parked car in this station. Then let the participants go through one at a time.

Near each of the roadway hazards, station an assistant as shown in the diagram. As the students pass, the assistants will either hold up the cardboard cars (meaning there is overtaking traffic) or hold the cars at their sides.

They should look back for traffic as they approach the hazards and move left when safe.

If they see the car, they should slow or stop and wait until it disappears before moving left around the potholes. If they don't see a car, they may move left and go around.

In this lesson, going over hazards (pot holes, etc.) should not be an option. Set up the station in such a way that it is impossible to dodge through the hazard areas.

Judging performance

1. **Try again if**
 - The child swerves left around the hazards without looking back or without yielding.

- Rides straight through, going over the hazards
- Rides too close to the parked car (within three feet)

2. **Good**
The child rides up to the hazard and stops, then looks back and goes around when clear.
3. **Better**
The child looks back just before getting to the hazard, sees the car and stops or slows to wait for the car to go by before moving left.
4. **Best**
The child looks back well before getting to the hazards, sees the car, slows or stops until the car is gone then merges around the obstacle.

What to tell the riders

1. **Try again**
Remember to look behind, plan ahead and move left only when safe.
2. **Good**
Good going! To get better, look behind before you get to the hazard.
3. **Better**
Pretty good! To get better, look back EARLY and go around when safe.
4. **Best**
Not bad at all!

What you will need

- One instructor to brief the children
- Three assistants with cardboard cars.
- One assistant to sit in a real car
- One evaluator
- Three cardboard cars
- One real car
- One cardboard drain grate
- Twenty to thirty sponges for potholes

STATION 9

Braking without Skidding

Children learn to come to a complete stop with bikes under control

Allotted time

Allow about 20 seconds per child per pass.

What this lesson teaches

Students will learn the proper procedure for braking their bicycles safely without skidding.

Why this is important

One of the greatest dangers for children is to lose control enabling them to skid and fall. In many instances the skid places them in the extreme danger of sliding under a moving vehicle.

The maneuver

Cyclists start at the line and proceed at a moderate speed and control brake at the stop sign and signal stop.

If the bicycle skids beyond the stop sign the cyclist is not in control of his bicycle.

Repeat until the rider is able to complete a safe stop without using their feet to control skidding of the bicycle.

The lesson

To encourage and promote the young cyclist to handle the bicycle without the use of their feet to control the bike

Judging performance

1. *Try again if*

- The child fails to stop at the stop sign
- Stops bicycle with the use of his feet
- Fails to use hand signal

2. *Good*

The child stops at the sign, using his feet and doesn't use hand signal

3. *Better*

The child stops at the sign, doesn't use feet but doesn't signal

4. *Best*

The child stops at the sign, doesn't use feet and uses hand signal

What to tell the cyclists

1. *Try again*

- Remember to stop at the stop sign.
- Hand signals should be used to alert motorists and other cyclists of your intention.
- Use proper braking techniques

2. *Good*

Good going! To get better remember to brake properly and use hand signals.

3. *Better*

Pretty good! To get better, use hand signals.

4. *Best*

Excellent! It is hard to break habits. This was a tough one.

What you will need

- One hand held stop sign
- One instructor
- One evaluator

STATION 10

The Key

Teaching participants to deal with railroad crossings, train intersections and constant turning

Allotted time

Allow about three minutes per student.

What this lesson teaches

This lesson teaches the cyclists to stop at railroad crossings and rotaries.

This incorporates station 9 and aids the students to learn how to control their bicycle.

Why this is important

With the revitalization of the railroads there have been many fatalities among children who have ventured with their bicycles onto the railroad tracks or who have decided to “run the gate”.

The maneuver

Cyclists should stop at the railroad crossing and wait until the red light starts to blink and the bell is sounding.

They need to remain stationary until the traffic gate is lifted.

They then proceed to the rotary and come to a complete stop before entering.

The lesson

This final station should incorporate all of the previous stations and be used as reinforcement of the necessity of safe cycling.

This is the busy street scenario with many obstacles and road hazards. The finale.

The Optical Illusion

Because of the huge size of a locomotive (17 feet high and 10 feet wide) it appears to be traveling much slower than it really is when viewed from a slight angle at the crossing.

The combination of the *size* and *angle* create this illusion. The railroad tracks also add to this illusion. The parallel lines of the rails converge toward the horizon and fool us into thinking the train is farther away than it actually is.

It is virtually impossible to accurately judge the speed of a train when this combination of illusions is present. The train will be at the crossing before we expect it.

Warning!

Railroad tracks are on private property owned by the railroad company. This means that you may not play, walk, in-line skate, ride a bike or a snowmobile on railroad property.

In addition to it being illegal to trespass on railroad property, it is also unsafe!

Judging performance

Repeat the course until the child has a grasp on all of the techniques. This should reinforce good biking techniques.

What you will need

- One cardboard railroad crossing
- Railroad crossing sign or signal
- Road gate
- Sponges
- Cardboard car
- At least 6 assistants
- Three evaluators

SAMPLE LAYOUT

Not to scale Based on information from Danvers Kiwanis Club

250 ft.

STATION 11
REFRESHMENTS

STATION 9
BRAKE WITHOUT SKIDDING

STATION 4
DEMON DRIVEWAY

STATION 5
CRRAZY CROSSROADS

STATION 8
DODGE 'EM DRIVE

STATION 10
THE KEY

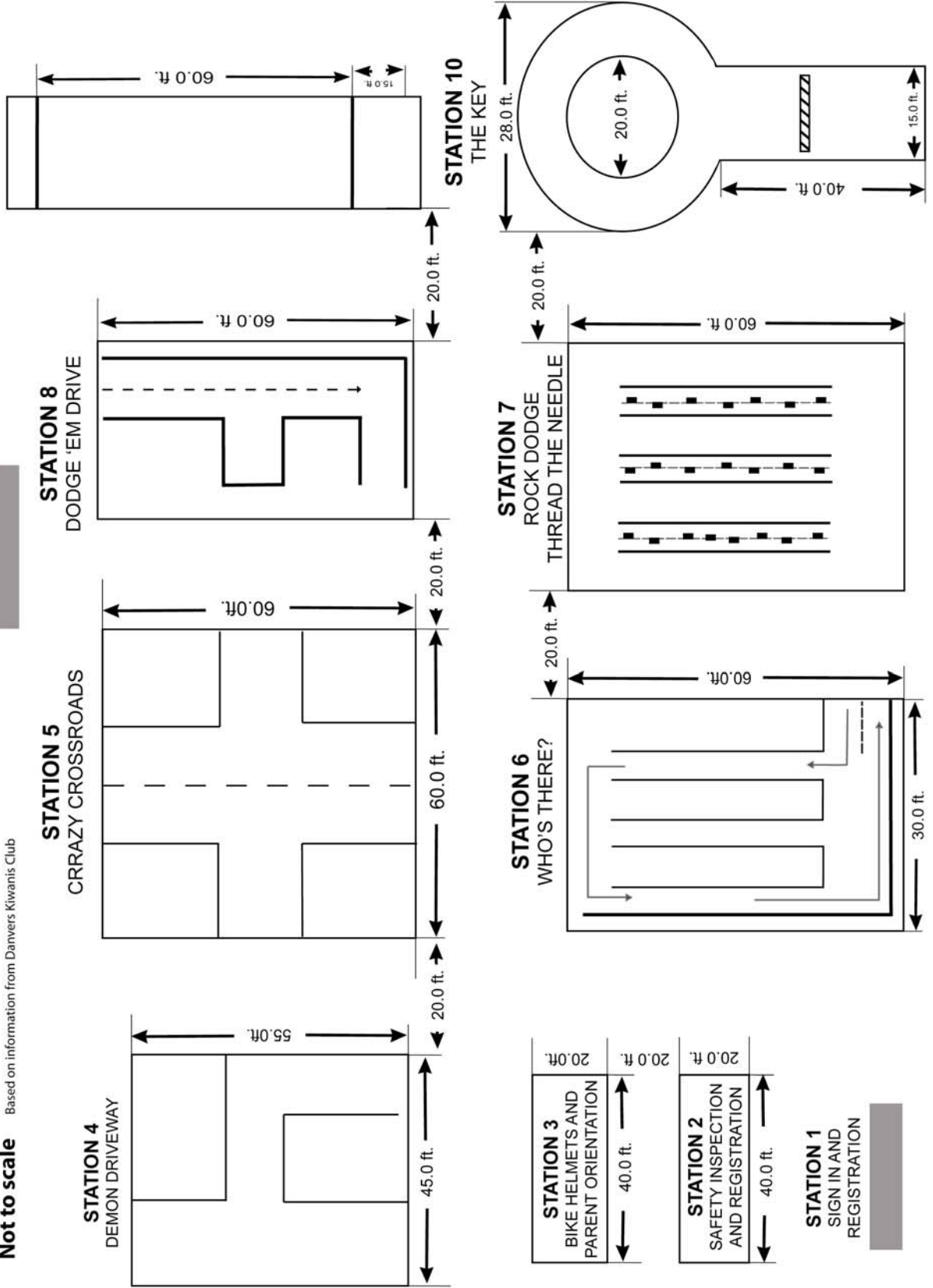
STATION 3
BIKE HELMETS AND
PARENT ORIENTATION

STATION 2
SAFETY INSPECTION
AND REGISTRATION

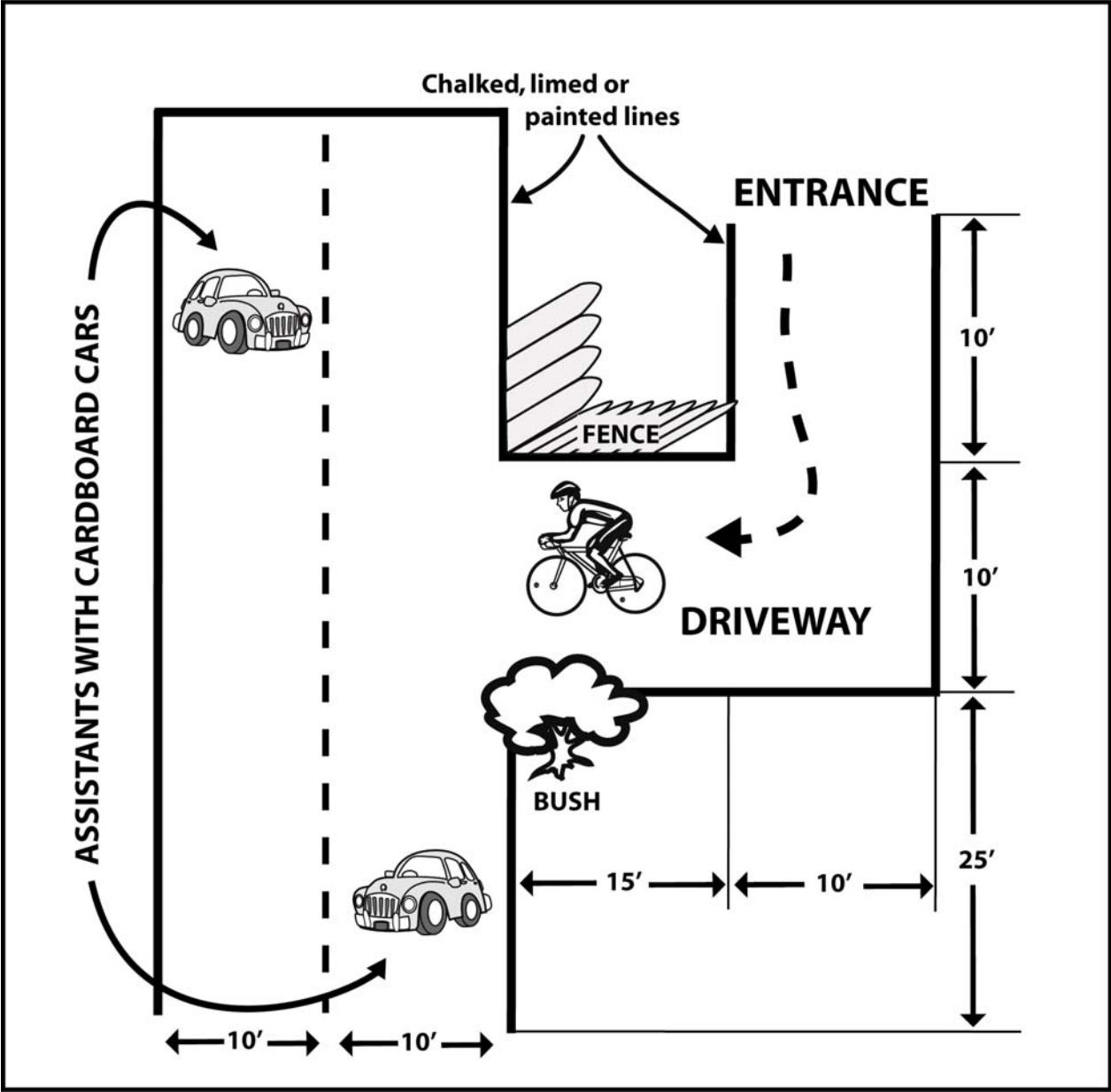
STATION 1
SIGN IN AND
REGISTRATION

STATION 7
ROCK DODGE
THREAD THE NEEDLE

STATION 6
WHO'S THERE?

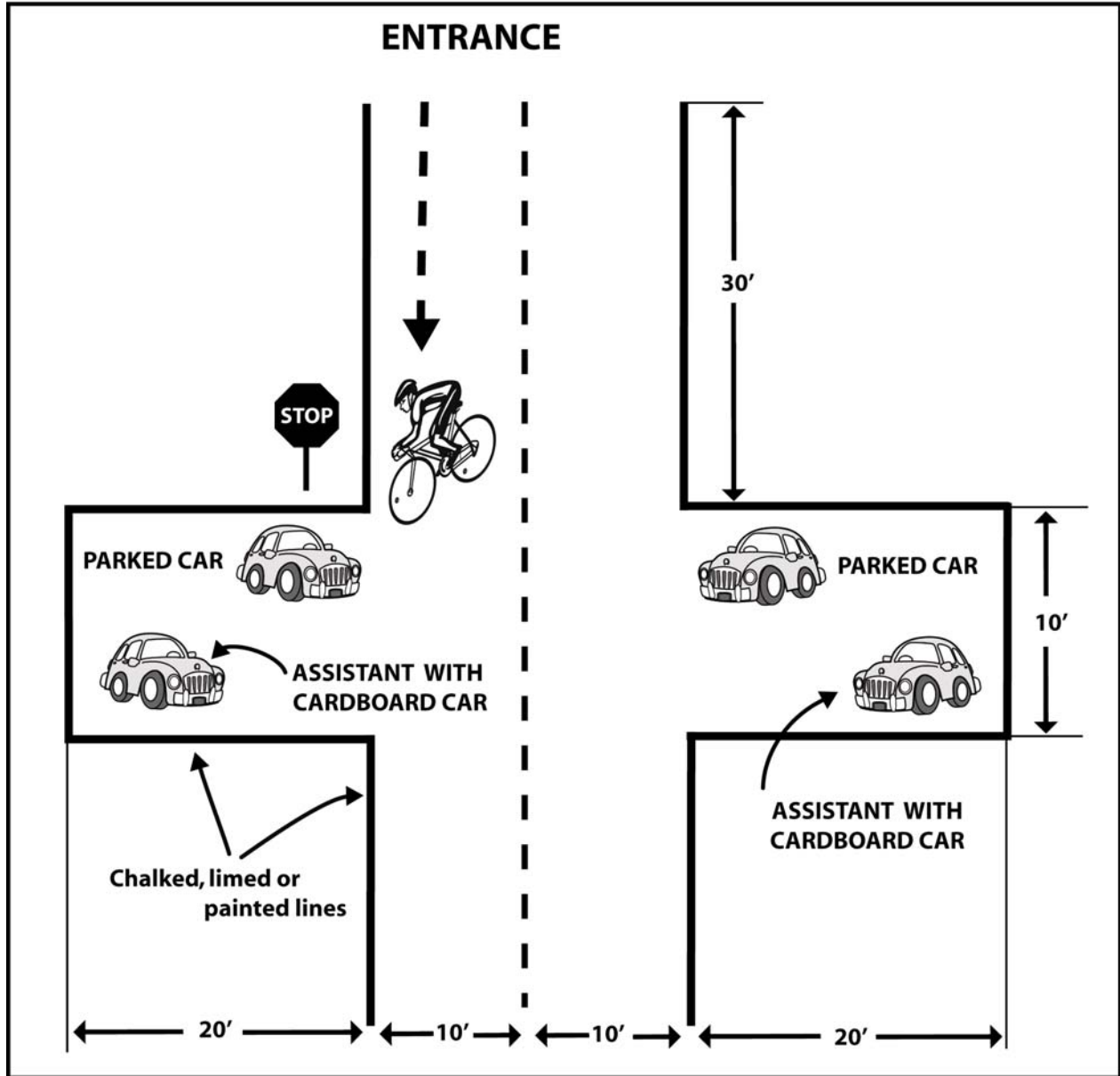


STATION 4
DEMON DRIVEWAY
not to scale



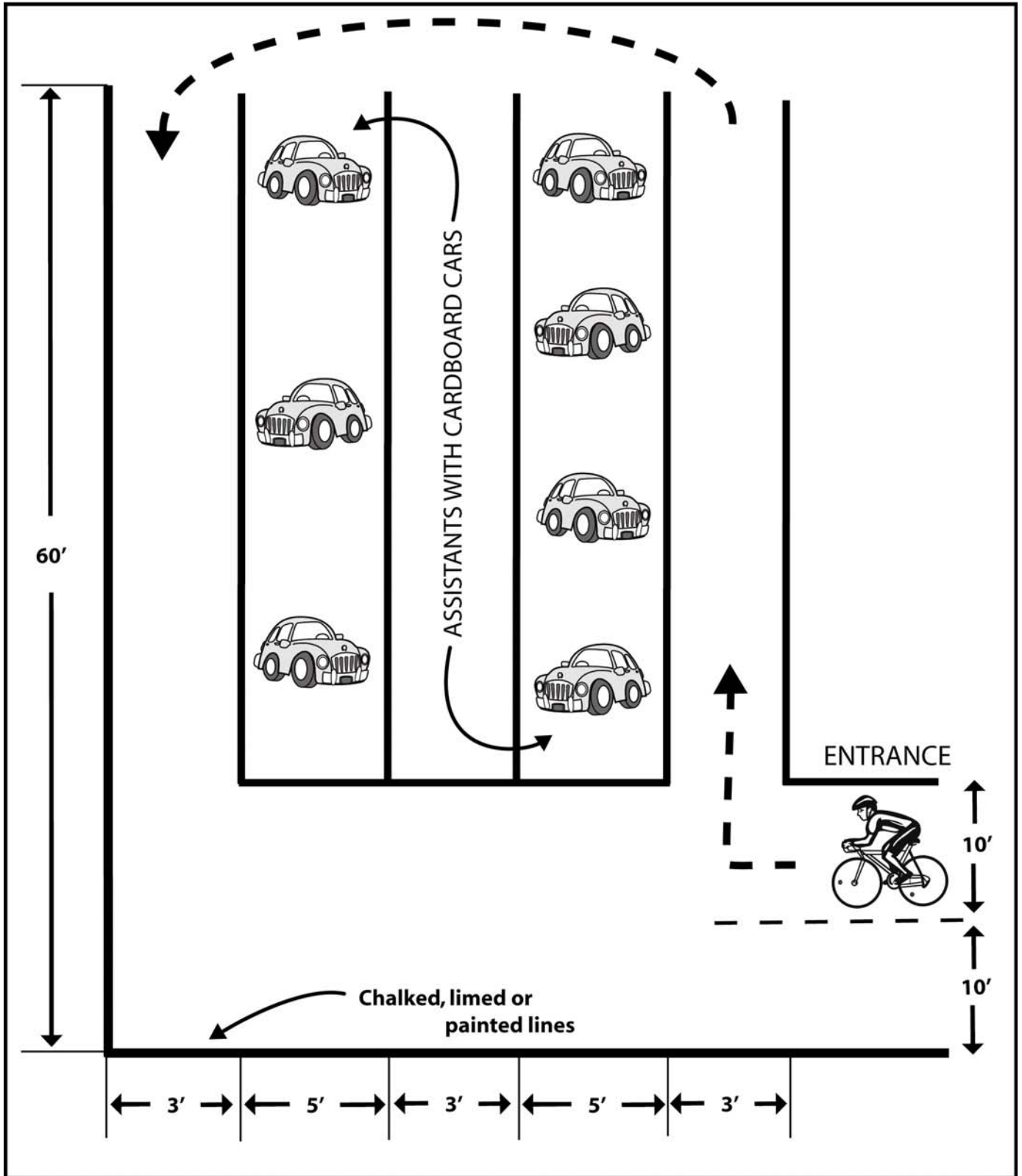
STATION 5 CRAZY CROSSROADS

not to scale



STATION 6 WHO'S THERE

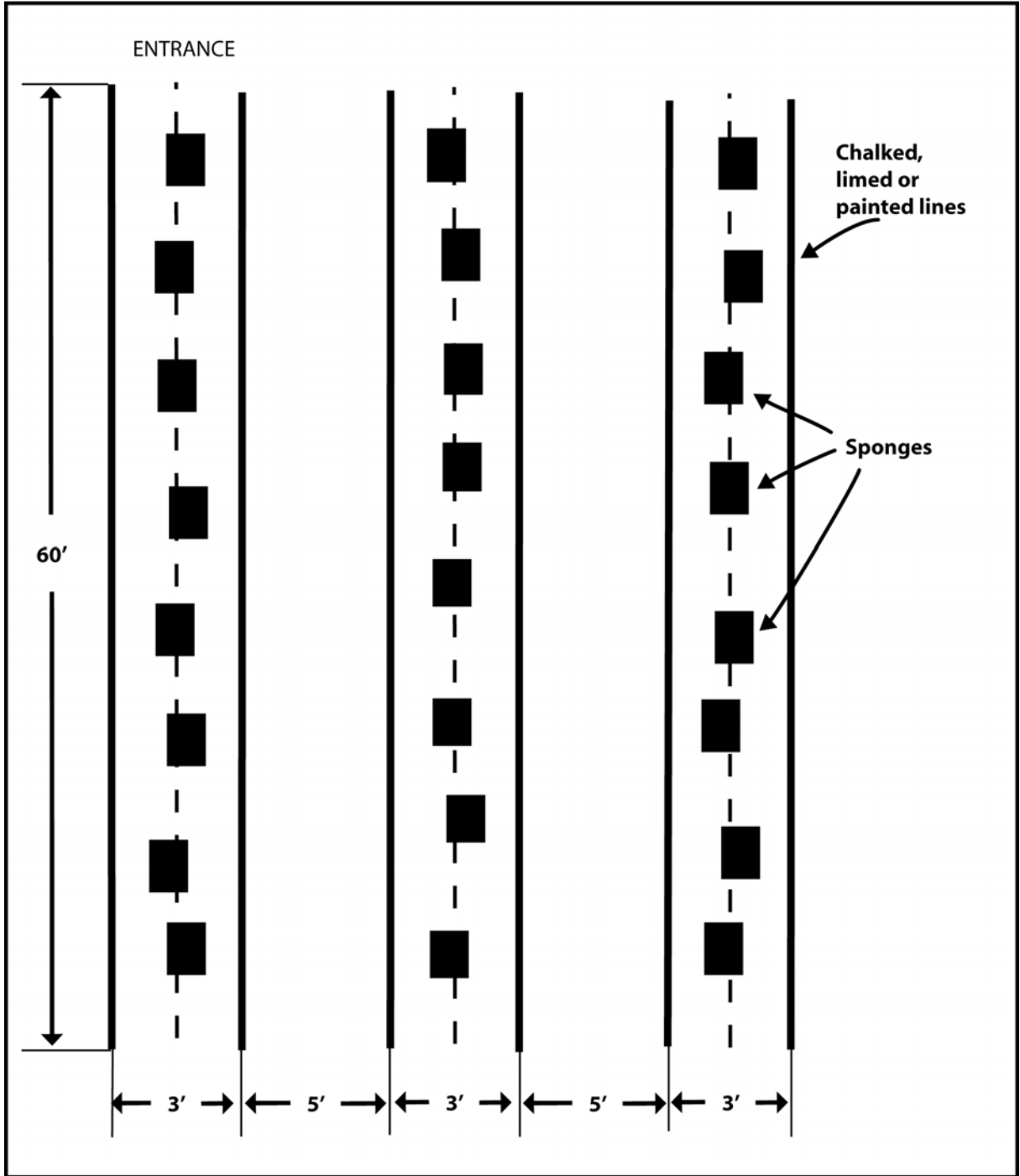
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STATION 7

ROCK DODGE/THREAD THE NEEDLE

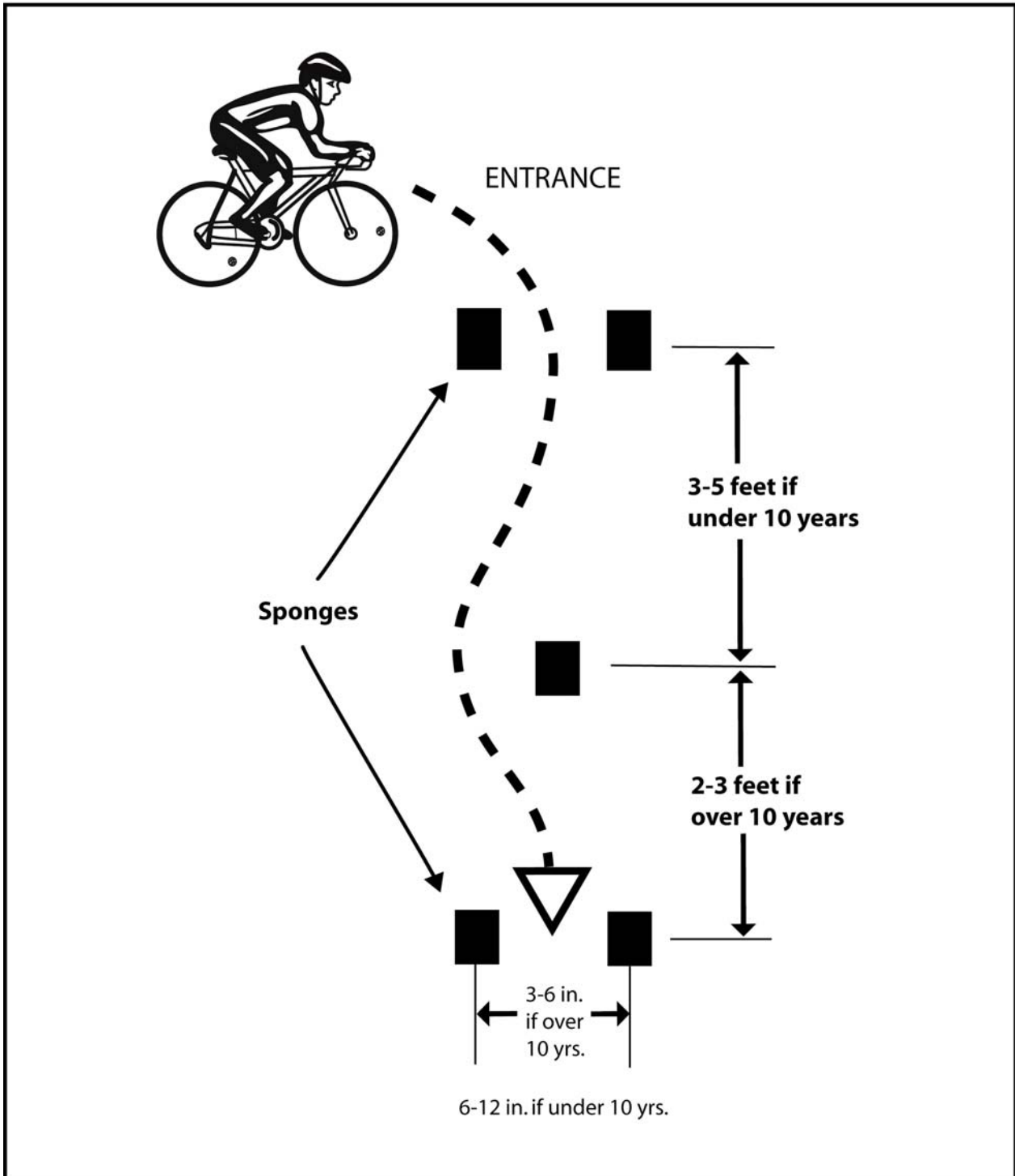
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STATION 7

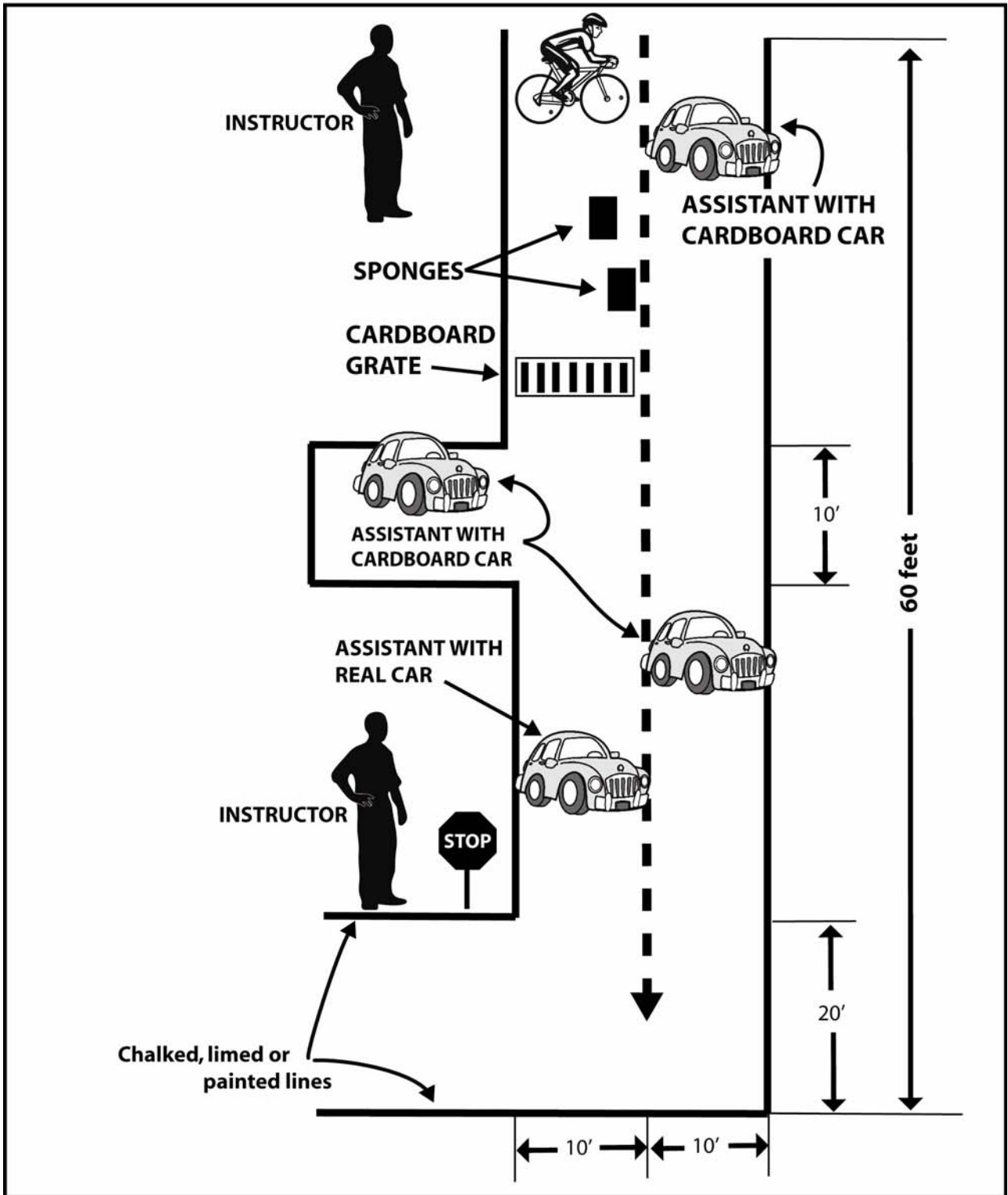
ROCK DODGE/THREAD THE NEEDLE

not to scale



STATION 8 DODGE-EM DRIVE

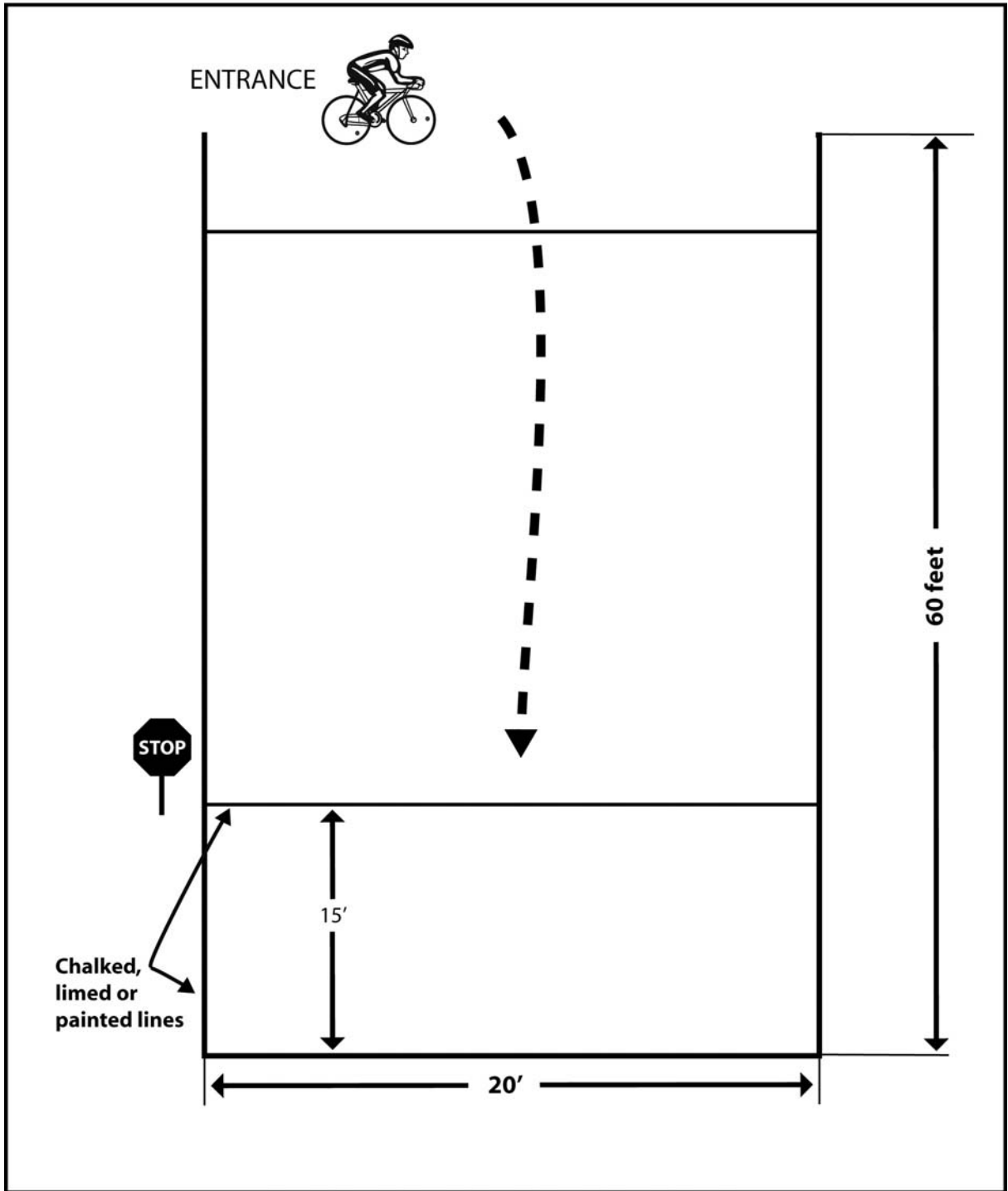
not to scale



STATION 9

BRAKING WITHOUT SKIDDING

not to scale



STATION 10
THE KEY
not to scale

