



4th Grade In-Class Bike Rodeo: Instructions

Pre-Rodeo Planning for Rodeo Coordinator:

1. Set a meeting with the 4th Grade teachers and Principal. Pre-Rodeo meeting with 4th Grade teachers: (Appendix A: Pre-Rodeo Meeting Agenda). Detail space, flow of the day, paperwork distribution dates (Rodeo Flyer (Appendix B), Rodeo Permission Slip (Appendix C) and Volunteer Request Form (Appendix D), and logistics of the day. This meeting should be approximately 2 months prior to the Rodeo. Bike Licenses (Appendix E) can also be given out at this meeting and a pick-up date set. They will be laminated and handed to teachers to distribute to students after completing the Rodeo.
2. Coordinate with a local bike shop to 'wrench' on bikes during. Detail arrive times (before students) and entry gate location.
3. Contact local law enforcement agencies (usually traffic units and CSOs) and invite them to a) do an In-Class Officer Bike Safety Talk and b) participate on the On-Bike Skills/Rodeo course with the students.
4. Coordinate Staff and Volunteers for helmet fittings and working the Rodeo.
5. Coordinate lamination of bike licenses (volunteers are preferred).
6. Send reminders to teachers for paperwork distribution dates and bike license due dates (1-2 days prior to deadlines), and final reminders for Rodeo day (1-2 weeks before the Rodeo). Also send reminders to Principal regarding duties agreed upon such as janitors unlocking gates and morning announcements to remind students of the Rodeo.
7. Send reminders to bike shop and police departments, staff and volunteers 1 – 2 weeks before the Rodeo. Included any special notes such as: "this is a No Nut Day due to extreme Allergies!"
8. Prepare manila envelopes for helmet money (4x6) and permission slips (9x12), clipboards, and Rodeo Tracking Sheet (Appendix F) to be handed to the lead helmet fitter on Rodeo morning. Include pens, pencils and markers.
9. Arrange for Grade 5 or 6 student helpers to assist throughout the day as the school allows.

Rodeo Day:

Staff arrives with gear at 7am and sets up portable bikes racks, labeling them by teacher name, room number, and time of Rodeo class. As students arrive with their bikes, each bike is labeled with a colored tag (different color for each teacher) that includes their first name, last initial and room number. Students keep their helmets with them and go to class.

Rodeo coordinator signs all staff in at front office.

The bike shop arrives about 30 minutes after the staff and performs a safety check on all bikes in the order of which classes will come out to the Rodeo. A Bike Safety Inspection checklist (Appendix G) is provided to the bike shop with their shop name and contact information. If a bike needs work, but is safe to ride (ex: only has a working rear brake), the mechanic will fold the

paper in half and tape this note to the bike for the student/parent. If a bike is not safe to ride and cannot be fixed within the time and budget constraints given, the checklist will be taped to the bike in a quarter fold and set aside. That student will be given a loaner bike for the day. Bike shop stays until all bikes have been checked, and is escorted off the playground with staff walking front and back.

Staff begins setting up stations, and roping off the perimeter to keep students from coming through the Rodeo course. Rodeo Coordinator hands staff a written diagram of course set-up as a guide.

Lead helmet fitter arrives about 8am and checks in with teachers. They collect the Student Tracking Sheet (Appendix H), Permission Slips, and helmet money, and hand the teachers laminated bike licenses. Helmet fitting times are pre-arranged (45 mins - 1 hour for each classroom), and students are brought out 3 - 5 at a time, depending on how many volunteer helpers are present. All helmets are checked for safety and proper fit. New helmets are offered for a \$5.00 donation to the Sonoma County Safe Kids Herb Greenberg Helmet Bank. All students get the front of their helmet labeled with masking tape so students are identifiable by name. Loaner helmets are also available and tracked (bouffant caps are used for loaners for hygiene and easy identification). Permission slips are all double-checked.

Rodeo Coordinator walks the Police Officer into each classroom if they have been scheduled for an In-Class Officer Safety Talk (20 minutes each) to make sure teacher is ready for their presentation. Presentation times are usually flip-flopped around helmet fitting times, so that the whole class is present. Once they are done in class, they join the On-Bike Skill/Rodeo class, pending unforeseen emergencies.

Bike Rodeo:

Duration: 60 - 80 minutes/class

Space: 3 basketball courts, 1 volleyball court, and 3 tetherball courts on the blacktop/playground.

Classes: 2 - 3 classes per day. NOTE: If a school has 4 classes in 4th grade, Rodeo will be 2 days (preferably back-to-back), with 2 classes each day. It is also requested that an overnight storage space is available in the case of a 2-day Rodeo.

Size: Plan for 24 - 40 students in any class (some classes are combined with 'combo' classes, Special Day Class (SDC) students, or other.

Special Notes:

*Setup for the rodeo course takes 4 staff about 2 hours. This includes setting boundaries. Extra time is used to maintain gear, aid the bike mechanic as needed, help with helmet fittings, and take a break.

*Instructors are assigned to a starting station, and the direction of the station rotation is determined.

*When short bikes, students may need to share bikes from another classroom.

*Teachers should have their students take a bathroom and water break before coming out to the Rodeo.

*Students will ride in the rain. If it is a downpour, or lightening, we will either go into the classrooms or to a reserved space like the MPR to do an alternate Rainy Day Rodeo (Appendix I). All bike and helmet fitting services remain on schedule.

Procedure:

5-7 minutes - Arrival

Students arrive at the Bike ID sign and wait for a Rodeo staff to greet them. Greeting staff clarifies the rules of walking to get their bikes if they brought one, makes sure all helmets are on and clipped, and asks students who need a loaner bike to wait by a bike they would like to ride from the loaner fleet. Any student helpers are sent to the Rodeo Coordinator, and students who cannot ride are given a 'scoot' bike with no pedals. All loaner bikes numbers are marked on the Student Tracking Sheet.

Once students get their bikes, they are instructed to walk over to an area marked with chalk lines on the ground (enough for each student), and to put their front tire on a line and wait for the whole group to get bikes. The Rodeo Coordinator places parent volunteers and students helpers. Volunteers and staff walk through the lines checking for bike and helmet fit, as well as any clothing that might get in the way (ex: pant legs and shoe laces).

5-7 minutes - Rodeo Rules, Introductions, Helmet and Bike Check

Rodeo Coordinator gets the groups attention, and introduces him/herself as the Safety Coordinator. Students are reminded of the following:

- Everyone should feel safe and comfortable to ride within his/her own abilities.
- Participating in a Safe, Responsible, and Respectful way will earn bike licenses (even for pedestrian helpers!)
- To check their helmets with the "2-finger rule."
- To do an ABCD check (Air, Brakes, Chain, and Drop – also look down and make sure your shoe-laces are tied, pant legs are tucked in, and clothes are secured and ready to ride). If time allows, students are offered their first challenge by being told that they will be timed doing the ABCD check. All hands should go up when they complete the task and stabilize their bikes. Emphasize how important this is to do, and how quickly it can get done.
- Review and practice hand-signals (while keeping one hand on the handlebars).
- Water bottles are located at each station – ask your course monitor if you are thirsty.

35 – 45 minutes - Splitting into Groups and Riding Practice

Staff, officers and volunteers are introduced. Rodeo Coordinator walks past each students and assigns them to a Course Monitor and instructs them to walk their bikes to that person. Once all students are in their groups, numbers are checked for equal. Course Monitors are told how long they will have at each station and given direction to go to their starting station, and rotate with their groups on a whistle every 7 – 11 minutes until they complete each of the 4 courses.

3 - 5 minutes - Review

Once the last course is completed and the whistle blows, students all come back to the starting chalk lines. The Rodeo Coordinator reminds the group to remember their ABCDs, use hand signals, and wear their helmets and bright colors when they ride. Students are encouraged to thanks the staff, teachers, officers, and parent helpers. Then, they are asked to walk their bikes and park them in the racks where they got them, and come back at the end of the day to pick them up. Loaner helmets are collected, and staff checks that all loaner bikes and helmets are accounted for.

Staff gets ready fro the next class, or begins to pack up for the day.

The Bike Rodeo is built around four stations; each station emphasizes a different essential biking skill.

Skill focus at each station by increasing difficulty:

1. Stopping, starting and looking over their shoulder at “Turtle Races”
2. Avoiding obstacles at “Rock Dodge”
3. Traffic awareness at “Super Slalom”
4. Obeying traffic laws at “Safetyville”

Lesson Activities:

Bike Rodeo
Rodeo Rules, Introductions, Helmet and Bike Check (5 - 7 mins)
Splitting into groups and Station Rotation: Turtle Races, Safetyville, Super Slalom Rock Dodge (35 - 45 mins)
Review (3 - 5 mins)
- 1 station of down-staffed, or fewer than 20 students/class; course components could be combined into other courses

Main Objectives:

Students will be able to practice: (Key objectives are underlined)

- Properly starting and stopping the bike.
- Looking over their shoulder while riding a straight line
- Riding over RR tracks perpendicularly.
- Avoid obstacles in a safe manner.
- Communicate with other traffic.
- Obey 3 basic traffic laws:
 1. Ride on the right side of the road.
 2. Stop and yield at “stop” and “yield” signs.
 3. Signal when turning at intersections.

After the Rodeo:

- Staff packs up gear and always does a last walk-around.
- Students come out at the end of the school day during truck loading, and staff is responsible for making sure students get their bikes safely, and walk on campus.
- Rodeo coordinator sends a debrief email that includes pictures and information about participation numbers, everyone who attended on behalf of SRTS, and encouraging students to create Thank You’s.
- Pictures and data are also sent to the police department and bike shop for their records.

Gear:

- 23 bicycles (3 ‘scoot’ bikes, all bikes 20” – 26” wheels) and a trike; bikes have a variety of special needs adaptabilities

- Assortment of new helmets sizes (about 15/classroom, 5 Sm, 10 Med, and 5 L)
- 6 Loaner Helmet boxes, all marked with size, and included masking tape and bouffant caps
- 2 Rodeo Kits:
 - 1-2 floor pumps
 - bike tools:
 - 2 multi-tools (allen/hex wrenches)
 - adjustable (crescent) wrench
 - Pedal wrench
 - chain lube and rags
 - duct tape
 - caution tape
 - tape measure
 - stop watch
 - sidewalk chalk, line chalk, and chalk marking sticks
 - First aid Kit
 - Road Signs (Stop, Yield and One-Way)
 - Laminated colorful misc picture signs
 - Laminated Rodeo Instructions and binder
 - 22 Orange Cones 16"
 - 22 Orange Cones 5"
 - 10 colored Cones 6"
 - 24 stack of colored button cones
 - Spare cone box – misc sizes
 - 12 flat red discs
 - 12 raised red disks
 - ½ tennis ball
 - rope with notches
 - bag of wooden stakes
- metal stakes
- demo tire with hole from skidding
- bucket with ropes
- 4 empty water bottles and 2 large refill bottles (1 for drinking water, 1 for chalk mistakes)
- Spare Bike parts Box (cables and housing, grips, bar ends, pedals, tubes)
- 12 sign poles
- 12 bases
- 2 outdoor rugs
- broom
- 9 Sandwich Boards with laminated course signs (Bike IDS, Helmet Fitting, Bike Check, Education, Over the Shoulder Look, Rock Dodge, Safetyville, Turtle Races, Super Slalom)
- 4 Portable Bike Racks
- RR Box: Includes 2 Advanced warning signs and tracks (bike tubes filled with sand)
- 2 Crossbucks
- Bike Tagging Kit (clear box):
 - 3 over the shoulder bags, each with a clipboard with bike tagging instructions, Sharpies, and a staple-less stapler
 - Zip ties
 - Cardboard cutouts for bikes rack signs

- Colored Construction paper cut lengthwise into 3 per sheet (Yellow, Red and Green)
- Rainy Day Kit
 - 2 Water bottles, ankle straps, vests and stopwatches
 - Pens, markers, crayon and paper
 - Set of Q and A cards (see Rainy Day Rodeo)
 - Fix-a-flat materials (tire, patch kit, chalk, pins, tube and tire levers)
- 2 tripod stationary trainers
- 30 ponchos

Materials per station

Turtle Races	Rock Dodge	Super Slalom	Safetyvilles
1. 'Turtle Races' sandwich board 2. Small cones (12 - 16) 3. Stop watch 4. Traffic light laminates 5. Demo tire with hole 6. Water bottle	1. 'Rock Dodge' and 'Over the Shoulder Look' sandwich boards 2. Small colored cones (4) 3. ½ tennis ball 4. Variety of picture laminates 5. Raised red disks (4 - 6) 6. Water bottle	1. 'Super Slalom' sandwich board 2. Stack of colorful button cones 3. Water Bottle	1. 'Safetyville' sandwich board 2. Stop signs (4) 3. Yield signs (2) 4. Large orange cones (18-24) 5. Small orange cones (12 - 16) 6. 6 poles and bases 7. RR tracks 8. Crossbucks (2) 9. Advanced warning signs (2) 10. Water bottle

SAFETYVILLE

Safetyville Course Objectives

Following Rules of the Road

- 1) Staying in the right lane
- 2) Stopping at stop signs
- 3) Making turn signals
- 4) Practicing pedestrian right of way
- 5) Coming out of driveway
- 6) Yielding at yield signs and making left turns
- 7) Avoiding rear-end collisions

Instruction:

1. If you have a group of kids starting at the same time, instruct the kids to line up behind each other in groups of three. After you give them the following instructions, they will be pulling out of their driveway and entering into the roadway. The student on the left hand column will turn left out to the driveway, the student on the right column will turn right out of the driveway and the center column will cross the road and continue straight. If you have just one child starting at a time, choose which way to direct them.
2. Tell the students that you are the "Mayor" of Safetyville, and that Safetyville is a place where bikes get to take over the road. Since bicycles and cars are both vehicles, bikes need to follow all the rules of the road. Students will get a ticket or time out (placed into the middle of the route for 1 minute) if they break a rule.
3. Ask kids why it is so important that look left, right and then left again and be sure the road is clear before pulling out of a driveway onto the road. (*cars may be approaching, may not be looking out for kids coming out of driveways*)
4. Ask kids what they should do if a barrier, like a car or bush, is blocking their exit or turn? (*edge up and peek around the barrier, then look left, right, left, etc*)
5. Ask kids what they should do when they get to a stop sign or intersection (*stop fully at edge, put food down, look left/right/left, and signal if turning, before proceeding*).

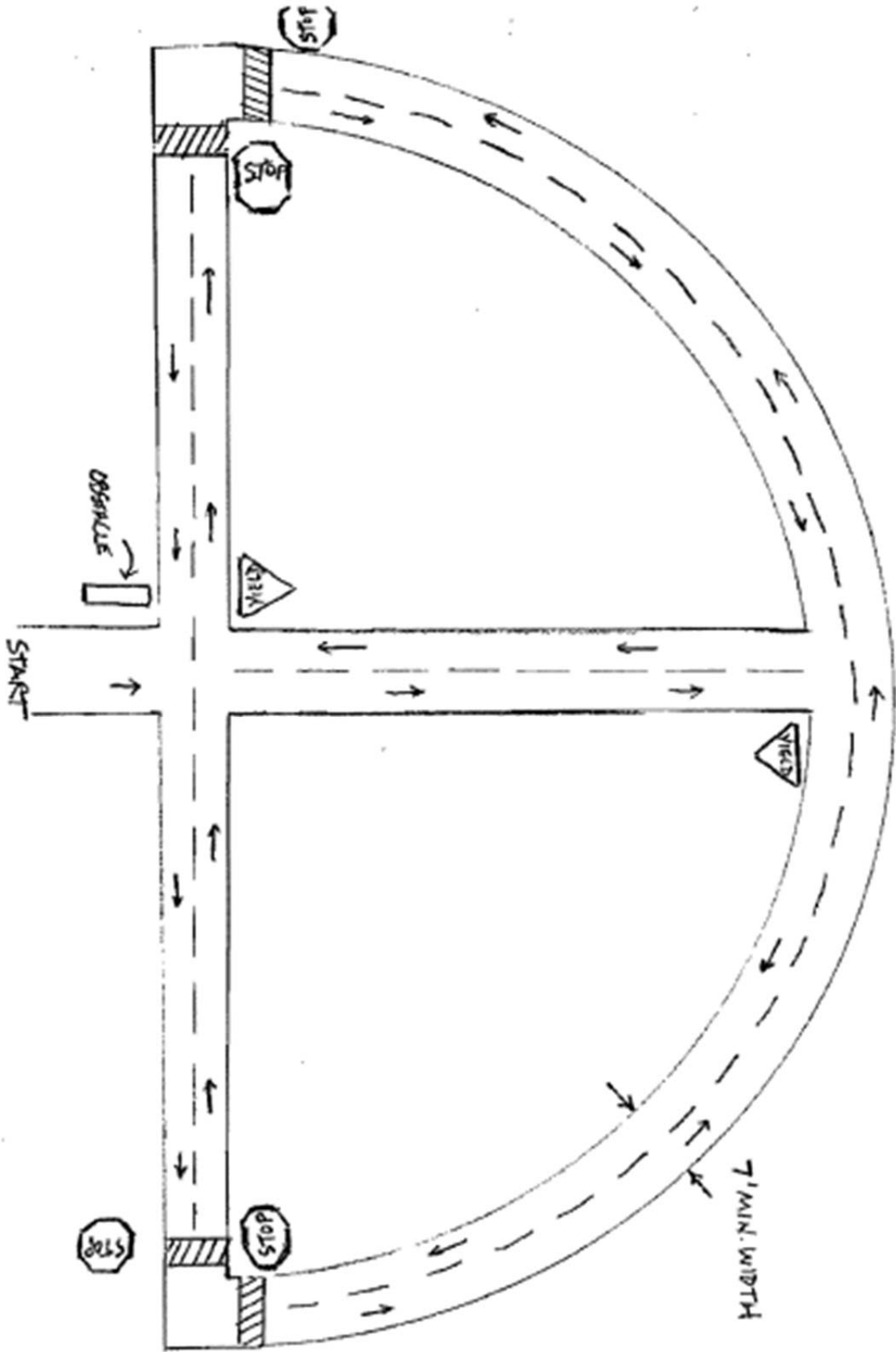
6. Introduce the concept of "Yield." It means to surrender or give up your right of way. When you see the Yield sign you let other people go first unless there is no one there. At intersections you yield to pedestrians and the other riders who were there first.
7. Explain that pedestrians have the right of way (right to go first) at intersections, and that pedestrians may be crossing in the marked crosswalk areas.
8. Explain that on the course, the kids should be demonstrating appropriate stopping procedures, hand signals and yielding practices. They should also practice looking left, right and left before proceeding through the intersections.
9. Teach and/or review hand signals with kids
10. Tell kids that they can get a ticket/time out for speeding and passing.

Volunteers:

- **Course Leader**
- **2 Course Monitor(s)** - at intersections to reinforce the use of hand signals and looking left, right and left before proceeding through intersections.

Course monitors or children can also occasionally act as pedestrians at cross works to reinforce the idea of pedestrian right of way.

SAFETYVILLE



TURTLE RACE AND RED LIGHT/GREEN LIGHT

Turtle Race Course Objectives:

- Practicing control of bike/balance while going slowly, preferably in low gear
- Staying in lane
- Feathering brakes
- Continuous pedaling
- Shoulder Check

Red Light/Green Light

- Power pedal position
- Emergency braking/quick stopping

Instruction:

Stage one: Turtle Race: How Slow Can You Go?

1. Ask the riders if they find it harder to control their bikes at slower speeds. They will most likely agree. Explain that this is a balance exercise, that we want them to practice controlling their bikes at slow speeds. **The objective for kids on scooters is to coast as much as possible, pushing off with their foot the least amount of times.*
2. Explain the Power Pedal Concept: Starting from a stop with your pedal up in a 2 o'clock position gives cyclist a strong start. *If kids are on scooters, demonstrate what a "scooter step" looks like and contrast it to a strong "power pedal position".*
3. Explain that staying in your lane is the most important thing because you never want to swerve out in front of a car. So as they progress down the turtle course, they will not only be practicing going slow, but also staying in their lane.
4. The last person across the finish line is the winner
5. Try not to put your foot down!
6. Start the riders by saying "Ready, Set, SLOW!" coach the riders, offering positive and encouraging feedback and challenging them to stay in their lanes. Cheer the riders enthusiastically

Things to watch out for:

If a child is having difficulty going slow without swerving into other lanes, encourage them to put their foot down if they have to.

Stage 2: Braking (Red Light/Green Light)

Explain that now that we have mastered straight-line riding we will be adding a new challenge. This time they can pick up some speed, but the marshal will be standing at the end of the lanes and will hold up a "stoplight" There are three circles, red, green and yellow. Review what each color means at a stoplight. As they ride down the lane they must do what the card means. (Slow down for yellow, stop for red or keep going for green.)

Teaching Points:

- o Breaking evenly to keep from going over the bars
- o Shifting your weight back, over the rear wheel to maintain control

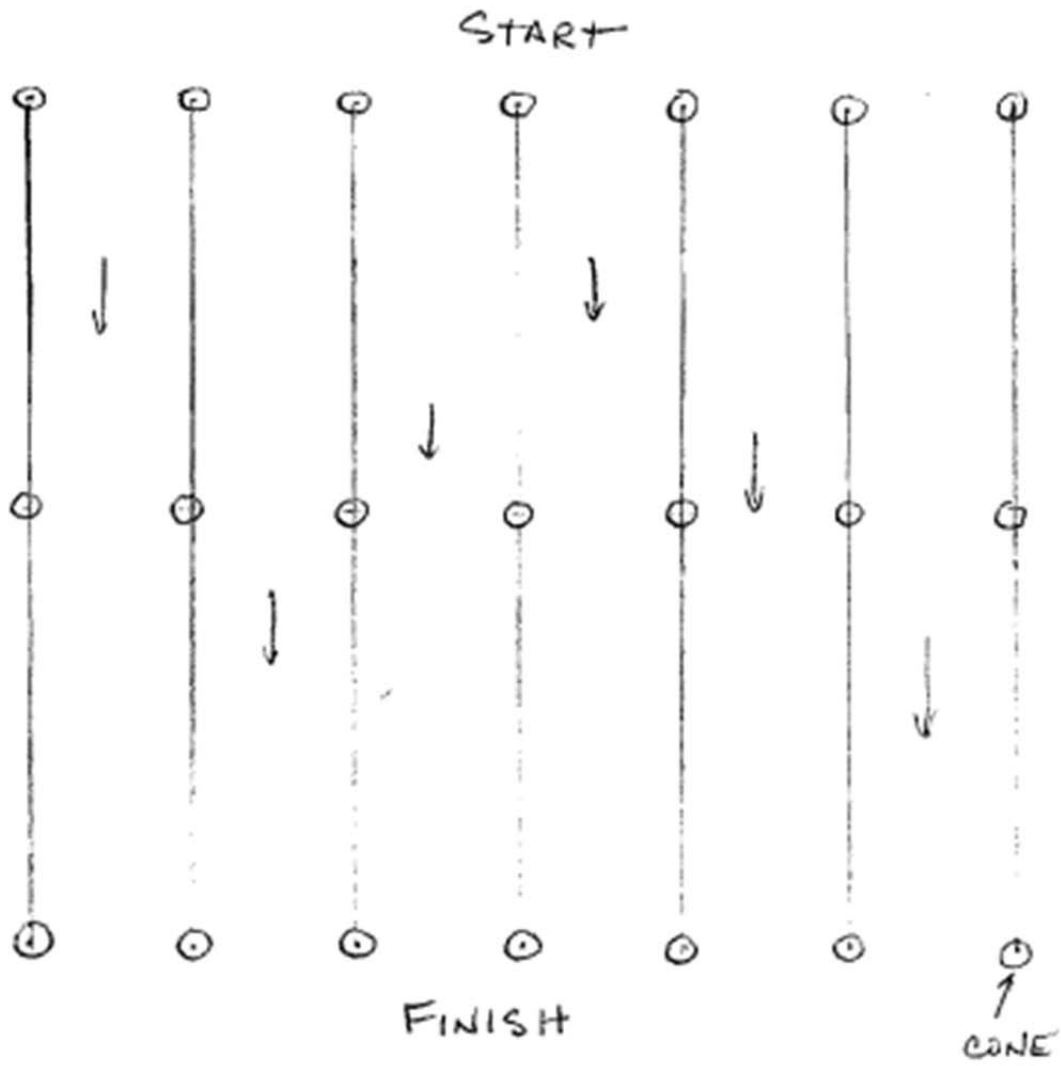
Stage 3: Shoulder Check

1. Increase the challenge by looking over your shoulder while riding in a straight line.
2. Model this by riding up the lane and scanning back to the right and the left without swerving.
3. Explain that the natural tendency when we look back is to swerve in the direction we are trying to see. When riding on the street this can put you in the path of traffic. This exercise is easiest if students can take one hand off the handlebars when peering behind them.
4. Riders proceed down the lane one at a time
5. Marshal stands behind the rider and randomly calls out either "check right" or "check left" and holds up one of the big red, yellow or green colored circles which tells to slow, stop, or keep riding.

Volunteers:

- Course Leader
- Extra volunteers can be used as cheerleaders and to help kids move from the end of the race back to the starting point efficiently and safely.

Modifications for younger kids: Just do the Turtle Race and power pedal demonstration.



TURTLE RACE

SUPER SLALOM

Super Slalom Course Objectives:

- Bike handling
- Smooth stopping
- Peripheral vision
- Yielding to cross traffic
- Navigating obstacles (Railroad Tracks)

Introduction: Tell kids that the object of this course is to follow the chalk line drawn on the blacktop with their front wheel. Cones are set up to mark the course and they must stay within the cones. Keeping their tire right on the line will be very difficult to do (impossible actually), but they can try, and everybody should be able to stay within the cones. As riders practice, suggest they pick up their speed.

Instruction:

1) Reading signs while staying on path within cones (peripheral vision)

Have students hold their hands out in front of them at shoulder level and wiggle their index finger and thumb. They are easy to see in front of us. We are used to seeing this way, but we are going to learn about how much we can see on either side. Have students look forward while moving their arms at shoulder level out to the side. Find out how far you can hold your arms out to the side and see your wiggling fingers. This side vision is called Peripheral Vision. Explain that is "what we see out of the corners of our eyes"; we can see things without looking directly at them. Use this vision to help you read the any signs (out loud) that you pass while riding, and to watch for things out on the road. We always want to focus on where we are going, so instruct them to follow the chalk line but also to be aware of the other riders, they must avoid collisions at each intersection and avoid running into the rider ahead of them.

2) Practicing right of way (Crossing at Intersections)

Students will need to slow down where the paths cross. The goal is to take turns. Explain that slowing or stopping to let someone else go ahead is the best way to stay safe and the kind, courteous thing to do. The concept of "Yield" or surrendering your right of way will be introduced in Safetyville.

- 3) Going over railroad tracks (if available) while pushing upon pedals so body doesn't get jarred and approaches tracks at 75-90 degrees. Tracks can eventually be placed diagonally so kids can cross them perpendicularly.

Crossing Rail Road Tracks is an important skill. Start the course with the railroad track section closed off. After students are comfortable with the triple figure 8 course, open the RR section. The railroad track unit can be turned over and the height adjusted or surface to be crossed changes from metal to wood to increase or decrease the difficulty of crossing. Initially angle the railroad tracks to be perpendicular to the slalom course line. As the course is being run, they will get used to crossing on this angle. Later on, change the orientation of the tracks and have students adjust their crossing angle to be perpendicular. Feed the riders onto the course one at a time, several seconds apart.

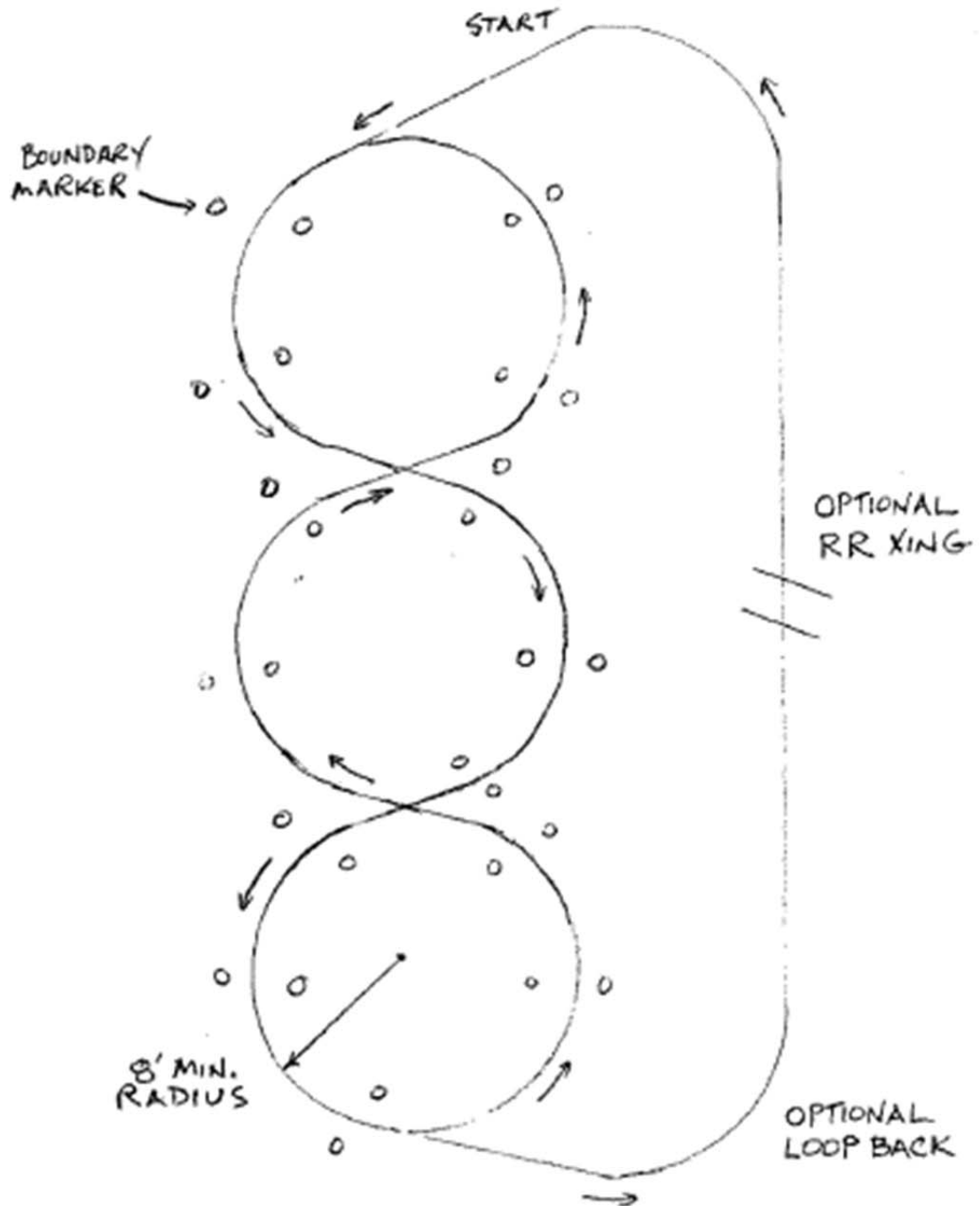
Volunteers:

- Course Leader
- Sign-holder(s)
- Extra volunteers can be used to clean up knocked over cones & to help students navigate through intersections

Things to watch for:

Talk to the riders, offering positive and encouraging feedback but holding riders to the goals of the exercise. Keep the riders at a safe speed and do not allow passing. Replace cones when they get moved and/or knocked over.

SUPER SLALOM



QUICK TURN/FAST DODGE

Quick Turn/Fast Dodge Objectives

- Quick decision making
- Fast turning
- Balance and control
- Dodging an obstacle

Instruction:

1) Ask kids why is it more dangerous to hit something with the front wheel but not such a big deal if you roll over something with the rear wheel?

Hitting something with the front wheel affects steering, the rear does not steer. Hitting things causes flats.

2) Ask kids why is it more dangerous to get a flat on your front tire?

A front flat makes it harder to control because you are steering with the front. A rear flat is not so bad because our weight is over the rear and this helps to stabilize the bike.

3) Ask kids why it is important to learn how to avoid making wide turns when you are avoiding something with your front wheel.

Because it could be dangerous if you are swerving into traffic or into another obstacle.

4) Demonstrate scissors movements of front wheels to quickly dodge obstacle and return to path. Have kids do scissors movements with their front wheel.

5) Explain what they will do: Tell kids that they will be riding through the marked chute toward the Marshal at the other end of the course. When they get to the "rock", they must "flick" their front wheel around the obstacle to dodge it without going outside the boundary marks around it. This practices dodging road hazards like glass or rocks. When they get to the Marshal at the other end, the Marshal will direct the rider to turn right or left (quickly). The rider will then circle back to the top of the chute and repeat the drill. As they circle back, depending on which direction they take, they will either have to look over their shoulder and tell a volunteer what is in the picture they see, or they will have to weave through cones to practice balance and control.

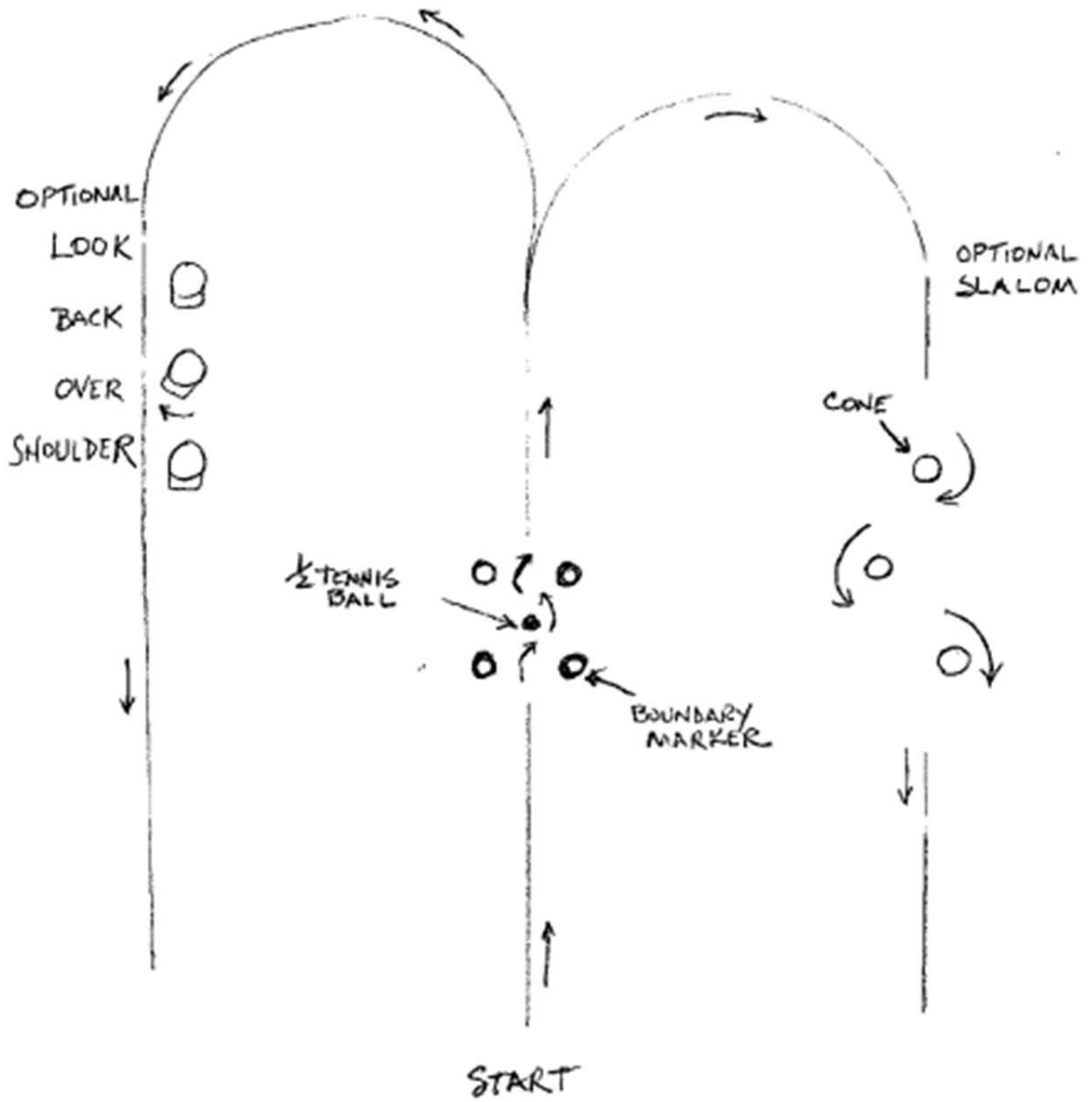
Demonstrate this! Encourage them to build up speed as they become comfortable with the activity. Also, demonstrate turning head in direction of travel to make tight turn at end of path while looking ahead.

Volunteers:

- Course Leader
- Quick Turn Marshall
- Over-the-Shoulder Marshall

Modification for younger Kids:

With younger kids, you can remove the rock and just have them practice quick turns and riding through the "chute" where the rock would normally be located.



ROCK DODGE

Pre-Rodeo Meeting Agenda

School _____ **Meeting Date/Time** _____

Space

- A) Where – get campus layout
- B) Bike Shop:
 - 1. Which one _____
 - 2. Ext chord needed (yes) (NO)
 - 3. Power run from _____
 - 4. Overnight storage (for 2-Day Rodeos ONLY) _____
- C) Entry gate lock open by whom? _____ when? _____
- D) Rainy Day Location _____
- 1) Teacher Info check
 - A) emails and room numbers
 - B) rodeo course times
- 2) Bike License Plan
 - A) date complete for pick up _____
 - B) get them in envelope to office with Michelle (SRTS) name on them.
 - C) Make sure they are stacked and labeled by your room number
 - D) Sign and date the DAY of YOUR Rodeo
- 3) Permission Slips and Flyers
 - A) Helmets: \$5 each – Please use your tracking sheets
 - B) Helmet Fitting
 - 1. Times

	Helmet Fitting	Police Safety Talk
Teacher: _____	From _____ - _____	From _____ - _____
Teacher: _____	From _____ - _____	From _____ - _____
Teacher: _____	From _____ - _____	From _____ - _____
Teacher: _____	From _____ - _____	From _____ - _____
Teacher: _____	From _____ - _____	From _____ - _____
 - 2. Location _____
 - C) Distribution Date _____
 - D) NO Hand written Permissions will be accepted!
 - E) Need anything added?
 - a. Volunteers
 - 1. Can you get parents (3-5/class) for helmet fitting?
 - 2. How would you like to ask your parents? I can provide a template.
 - 3. Do you have any older kids (ie: 6th Grade student council that could help)?
 - a. morning set up
 - b. on-course
 - c. lunch monitor
 - d. break down
 - e. name tags?
 - F) Final copies will come in .pdf and .doc form
- 4) Bikes – Do Not Lock

- A) Mechanics to work on
- B) Color Coding
- C) Someone to be at bike racks is best
- D) Scooters OK
- E) We can help teach to ride IF we have space and support staff available; however, the student will learn the objectives of the program better on foot as a helper at each station.
- F) We have added some alterations to our fleet
- 5) Any Issues? ie: peanut allergies, physical/behavioral issues?
- 6) Weather
 - a) If Extra hot day, who can provide water on site? _____
 - b) Rain or Shine: Everything will go on same schedule.
Rainy Day Location _____
- 7) Police Dept:
 - A) will try to get presence
 - B) Is it OK if I have them come into your class on Rodeo morning? Yes/No
 - C) I will likely be able to communicate this morning of – flexibility is key
- 8) After school programs (ie: B&G Club, band, science, etc):
 - A) Need to communicate with
 - B) Special pick-up considerations?
 - C) Get bikes out of my racks at end of school day
- 9) Final Questions???

(School) 4th Grade Bicycle Skill/Safety Class



(Day, Date)



Rm #(): (Teacher's Name) Class: (time – time)

Rm #(): (Teacher's Name) Class: (time – time)

Important things to remember:

- Bring in your signed permission slip ASAP!
- Pre-order a helmet if you need one (\$5.00 donation).
Orders must be received by (Day, Date).
- Make sure the bike you will be using is ride-able.
- Have your parent check the space on your Permission Slip if you are NOT able to bring a bike that day.
- Be safe and responsible with your bike - no riding your bike on campus except during the class.

Bring a bike and helmet on (Date) !!!

Parents are welcome!

Remember: Secure bike parking is available on campus the day of the event.

NOTE: This Event will go on Rain Or Shine



This project is supported by the Metropolitan Transportation Commission's One Bay Area Grant Program, Measure M, and Kaiser Permanente Northern California Community Benefit Program.

(Escuela) 4º Grado

Clase de Destreza y Seguridad de Bicicletas



(día, fecha)



Salón () :La Clase de (Maestro): (hora – hora)

Salón (): La Clase de (Maestro): (hora – hora)

Cosas Importantes para Recordar:

- ¡Traiga su permiso firmado lo más pronto posible!
- Pre-Ordena un casco si lo necesita (donación de \$5.00). *Los encargos deben de estar recibidas para el viernes, (fecha).*
- Asegúrese que la bicicleta que utilizará sirve.
- Chequea el espacio en el formulario de permiso si NO puede traer su bicicleta ese día.
- Sea seguro y responsable con su bicicleta - no se puede montar en la bicicleta durante la escuela excepto durante esta clase.

¡¡Traer una bicicleta y casco el (fecha) !!
¡Padres están bienvenidos!

Recuerde: Estacionamiento seguro para bicicletas está disponible en la escuela el día del evento.

Nota: Este clase va a ocurrir lluvia o sol



Este proyecto recibe el apoyo del programa de concesiones OneBayArea de la Comisión Metropolitana del Transporte, la Medida M y el Programa de Beneficios Comunitarios del Norte de California de Kaiser Permanente

Appendix C

Dear (School) Parent,

On (Day, Date), all 4th grade (School) students will participate in a bicycle skills and safety education class. Students, with guided instruction from Safe Routes to School educators, will practice, demonstrate, and learn how to improve their bicycling skills under varying conditions. Students will gain understanding of traffic signs and the rules of the road, will improve their skills, and will learn how to ride their bikes safely.

Your child must bring (or ride) a working bicycle and helmet that fits to school that day. Students should park their bikes in the area designated by their teacher. Mechanics from Mike’s Bikes bicycle shop will be on site to do safety inspections and minor adjustments, as needed. *Students may not ride their bikes during the school day, except for during the bicycle skills/safety class.*

If your child does not have a bicycle helmet, you may pre-order a helmet from the Safe Routes to School program. If you would like to pre-order a helmet, please return \$5.00 with your signed permission slip by (Day, Date).

If your child will NOT be able to bring a bicycle to school, but you would like your child to participate, please check the space at the bottom of your signed permission slip.

Thank you. We look forward to teaching your child, and all (School) 4th grade students, how to be safe and confident bicycle riders!

The (School) Safe Routes to School Team

Bicycle Skill/Safety Class

Registration/Permission Slip

Name of Child _____ Age _____

Teacher _____

Phone (where parent can be reached) _____ Grade _____

The signature of a parent or legal guardian is required for youth participation.

I, the parent or guardian of the child named above, do hereby agree to allow my child to participate in the 4th grade bicycle skills and safety class. I further agree to indemnify and hold harmless the Sonoma County Bicycle Coalition’s Safe Routes to School program and their employees, subcontractors and volunteers from and against any and all liability associated with my child’s participation. I agree to allow use of photographs of my child taken at this event for program publicity.

Signature of parent/legal guardian _____ Date _____

YES! I would like a helmet and have included \$5.00
Cash or Check payable to: Safe Kids Sonoma County

My child does NOT have a bike and needs to use a loaner for the day.
Yes ___ No ___ My Child knows how to ride a bike ___

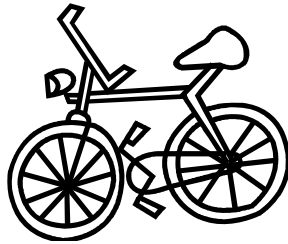
Participants in the bicycle riding activities are required to wear helmets.

NOTE: This Event will go on Rain Or Shine

This project is supported by the Metropolitan Transportation Commission’s One Bay Area Grant Program, Measure M, and Kaiser Permanente Northern California Community Benefit Program



Appendix D



Bike Rodeo (Skill/Safety class) is coming to 4th grade at (School)!

(Day, Date, Year)

Parent Volunteers Needed!

- help to “tag” bikes with student names before school as the kids arrive and park them in the designated area of blacktop (time – time)
- helmet fitting from (time – time)
- assistance during bike rodeo - see below or flyer for class times

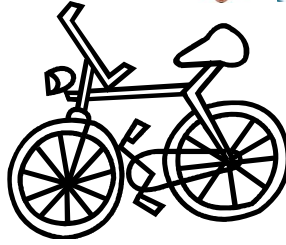
Please indicate below if you are able to assist with any of these needs, and return this slip to school:

(Day, date)

- _____ (time – time) Bike Check-in (at portable bike racks)
- _____ (time – time) **Helmet Fitting – we especially need help here
- _____ (time – time) On-Bike Course ((Teacher’s name) class #())
- _____ (time – time) On-Bike Course ((Teacher’s Name) class #())

Parent Name _____ Phone _____

This project is supported by the Metropolitan Transportation Commission’s One Bay Area Grant Program, Measure M, and Kaiser Permanente Northern California Community Benefit Program.



¡Rodeo de Bicicleta (Clase de Destreza/Seguridad) va a llegar al 4^o grado en (Escuela)!

(Dia, fecha, curso)

¡Se Necesitan Padres Voluntarios!

- Ayudar a "etiquetar" las bicicletas con los nombres de los estudiantes antes de la escuela cuando los niños llegan y los estacionan en el área designada de pista (hora – hora)
- Ajustar los cascos de (hora – hora)
- Asistir durante el rodeo de bicicletas (ver el volante para los tiempos)

Por favor indique si usted es capaz de ayudar con cualquiera de estas necesidades, y devuelva este formulario a la escuela:

(dia, fecha)

- _____ (hora– hora) Etiquetado de bicicletas (en bastidores de bicicletas portátiles)
- _____ (hora – hora) **Ajustar los cascos - en especial nos necesitamos ayuda aquí
- _____ (hora – hora) El recorrido de la bicicleta (La clase de (Maestro), Salón ())
- _____ (hora – hora) El recorrido de la bicicleta (La clase de (Maestro), Salón ())

Nombre de Padre _____ Teléfono _____

Este proyecto recibe el apoyo del programa de concesiones OneBayArea de la Comisión Metropolitana del Transporte, la Medida M y el Programa de Beneficios Comunitarios del Norte de California de Kaiser Permanente

Appendix E

Bicyclist License

Sponsored by



Signed _____

Date _____

placeholder for individual picture



I always:

- wear a helmet.
- look both ways.
- use hand signals when stopping or turning.
- obey the rules of the road.
- ride in the same direction as traffic.
- keep my bike in good repair.

Appendix F

Rodeo Tracking Sheet: School Name _____ Date _____

Lead Fitter - _____ Location - _____

Rainy Day Location: _____
 Helmets - _____ Rodeo - _____

Helmet Fitting Times

Teacher/Rm # _____

Teacher/Rm # _____

Teacher/Rm # _____

Recess

From	Until	Notes

Police Safety Talk times

Teacher/Rm # _____

Teacher/Rm # _____

Teacher/Rm # _____

Rodeo course times

Teacher/Rm # _____

Teacher/Rm # _____

Teacher/Rm # _____

Volunteers

From	Until

PD - _____

Officer - _____

VIP - _____

Courses:

Safetyville
 Turtle Races
 Super Slalom
 Rock Dodge

STAFF - Totem

Parent Volunteers:

Bike Taggers
 Helmet Fitters
 On-Course

Names		

Entry Gate Location - _____

Bike Shop - _____ Mechanic Name - _____

Bikes worked on Bike Not rideable Loaned

Teacher/Rm #
 Teacher/Rm #
 Teacher/Rm #

Appendix G

Bike Safety Inspection

Services Donated by Qualified Mechanics from:



264 Petaluma Blvd N. Petaluma, CA 94952
 (707) 776-0606

Bike Owner's Name _____

Equipment

Condition
 (check one)



Comments

Size	OK	Needs Help	
Handle bars	OK	Needs Help	
Hand grip	OK	Needs Help	
Reflectors	OK	Needs Help	
Lights	OK	Needs Help	
Front wheel and tire	OK	Needs Help	
Rear wheel and tire	OK	Needs Help	
Seat	OK	Needs Help	
Shifting Front	OK	Needs Help	
Shifting Back	OK	Needs Help	
Chain and guard	OK	Needs Help	
Pedals	OK	Needs Help	
Brakes	OK	Needs Help	
Other	OK	Needs Help	

Inspector's Signature _____ **Date** _____

Appendix H

BIKE SKILLS/SAFETY CLASS: STUDENT TRACKING SHEET

Teacher:	Room #	Bike		Helmets		
Name of Student	permission slip signed	brought own	loaner #	pre-paid	brought own	loaner #
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						

RAINY DAY RODEO INSTRUCTIONS

Station 1: Gear-Up Relay

6-10 students; up to 15 minutes at station

Materials/Equipment:

- 2 trainers; 2 bikes; 2 stopwatches; 2 vests; 4 ankle straps; 2 water bottles; 2 jump ropes (kids will have their own helmets)

Preparation:

Set up the two trainers and put a bicycle on each trainer. Next to each bicycle, put a vest, 2 ankle straps, a water bottle and a stopwatch (students will have their own helmets).

Instructions:

Review the different types of gear. Make sure students know what each item is, how to use it correctly and why it helps to keep the students safe when they are riding. Divide the students into two teams, likely there will be between 6-10 students in your group, so each team will have 3-5 students in it. Teams will gather around the two stationary bikes, each team has a bike, a vest, 2 ankle straps and a water bottle and each student will have their own helmet. Explain to the students that they will need to put on the different cycling gear, do a quick ABC check of their bike, and then pedal on the stationary bike for ___distance/amount of time. While they are pedaling, they must do at least one Over-the-Shoulder check and one hand signal. Explain that the last student in line is in charge of the stopwatch and telling the one who is pedaling when it is time to get off of the bike. When they get off of the bike, they can pretend to take a drink of water and take off their gear, and the next student will then go. Explain that teammates can help each other gear up, but only one person at a time can go. They also need to check their teammate to make sure s/he is geared up properly (helmet fits well, etc). Explain that the person who is riding the bike must safely mount and dismount the bicycle or s/he will be disqualified. A team finishes when everybody has had a turn to gear up and pedal. Keep going until all teams are finished. Encourage students to cheer on their teammates and support each other to make sure their teammates are geared up correctly before they go.

Note: If you do not have the stationary bikes, have students gear up, then run in place for ___ minutes (instead of doing the ABC check and pedaling). They can still practice at least one Over-the-Shoulder check and one hand signal while they are running in place. Another alternative is to have the students jump rope for __ minutes. If you have access to a larger room or gymnasium, students can run from one end to the other.

RAINY DAY RODEO INSTRUCTIONS

Station 2: Question and Answer Game

6-10 students; up to 15 minutes at station

Materials/Equipment:

- set of Q and A cards—21 cards in all

Instructions:

You will have between 6-10 students in your group. Pass out the Q and A cards until they are gone (each student will have between 2-4 cards, they do not need to be divided equally).

Everyone turns their card to the light side up, the side with questions. The first student stands up and reads a question from one of their cards (it does not matter who goes first). The student who has the answer on one of their cards then stands up and reads the answer. If everyone agrees that it is the correct answer, that student then turns their card over and reads the next question. This continues until all the questions have been read and answered.

Note: If you have access to a larger room or gymnasium, you can play this as a relay game. Divide your students up into two teams (each team will have between 3-5 students). Each team will be given a set of Q and A cards, with one card to start with and the rest of the cards at the other end of the room. The first runner will read the question on the card, discuss the answer with teammates and then run to the other side of the room to retrieve the correct answer card. The runner will bring the correct answer card back and then next runner will get that card with the next question on the other side. This continues until all the questions have been answered.

<p>True or False: It is safer to ride in a straight line then to move to the right and stay close to the curb between parked cars.</p> <p>True: It is much safer to ride a predictable straight line instead of playing peek-a-boo between parked cars. That way, motorists can see you.</p>	<p>What is the safest way to cross railroad tracks?</p> <p>When crossing railroad tracks, do an over the shoulder check for traffic then cross the tracks at a right angle.</p>	<p>True or False: When crossing at a streetlight you only need to look left, right and left again to make sure it is safe to cross the street.</p> <p>False: You also need to look ahead and behind you to see that there are no cars making turns before you cross the street.</p>
<p>What is the fine for not wearing your helmet if you are under 18?</p> <p>\$25 the first time you get a ticket.</p> <p>\$65 If you get ticketed a second time.</p>	<p>What is the single most important piece of safety gear you can use when riding your bicycle?</p> <p>YOUR HELMET is your most important piece of safety gear.</p>	<p>What percentage of head injuries can be prevented by wearing a helmet?</p> <p>80% of head injuries can be prevented by wearing a helmet.</p>
<p>List two reasons why it is dangerous to walk out from between two parked cars.</p> <p>You cannot see around the cars to check for traffic.</p> <p>Oncoming traffic cannot see you from between the cars.</p>	<p>Who makes the decision if it is safe to cross if there is a crossing guard?</p> <p>You do. Always check for yourself to see if it is safe, even if you have help.</p>	<p>Where is the safest place to walk if there is no sidewalk on either side of the street, going the same direction as the cars or going the opposite direction as the cars? Why?</p> <p>Going the opposite direction is safest so you can see cars coming and move out of the way.</p>
<p>What do you need to do with shoelaces and pant legs before you ride your bike and why?</p> <p>Secure pant legs by rolling them up, tucking them into your socks or using an ankle band. Tie shoelaces and tuck them in so they don't get stuck in your chain while riding.</p>	<p>What kind of clothes are safest to wear when you are riding your bicycle?</p> <p>Light and bright colors are the safest. They are easy to see and make you more visible.</p>	<p>What is the safest thing to do with headphones when riding your bicycle?</p> <p>Put them away. Having headphones in, even just one, limits your ability to hear horns, brakes or sirens.</p>
<p>What do the A B and C stand for in the ABC safety check?</p> <p>A- air make sure your tires are not flat. B- Brakes make sure your brakes work well. C- Chain, make sure your chain is oiled and clothing is out of the way</p>	<p>What color reflectors should you have on your bike? Where should they be and why?</p> <p>You should have a white front reflector and a red rear reflector. This gives information to cars about the direction you are going and makes you visible and predictable.</p>	<p>Why is it important to use hand signals when you ride?</p> <p>Hand signals help you communicate with the drivers, they make your actions predictable. Using correct hand signals is also the law.</p>
<p>True or False. When you are on your bike, you have to come to a complete stop at all stop signs? Why?</p> <p>True. Bicycles are moving vehicles. Cyclists have to obey all the same traffic laws as car drivers.</p>	<p>Where is the safest place to ride your bike? Why?</p> <p>The safest place to ride is in the street going the same direction as traffic. This helps you to be visible and predictable.</p>	<p>Why is it important to use an over the shoulder check before changing lanes or making a left turn?</p> <p>Always look over your shoulder to make sure it is safe before moving out into traffic. Never assume that the cars see you.</p>
<p>True or False. It is ok to have someone ride on the pegs on the back of your bike.</p> <p>False: Pegs, handlebars and racks are not safe for passengers. Every person on the bike needs to have their own saddle to be safe and legal.</p>	<p>When riding in a group what is the safest way to ride?</p> <p>It is safest to ride single file when riding in a group. Side by side traffic takes up the whole lane, it is discourteous and can anger and frustrate car drivers.</p>	<p>What is the door zone?</p> <p>The door zone is the lane just to the left of parked cars. Make sure you are at least 3 feet out from parked cars to avoid being hit by opening doors.</p>

RAINY DAY RODEO INSTRUCTIONS

Station 3: Creative Station

6-10 students; up to 15 minutes at station

Materials/Equipment:

- blank paper (class set); pencils/markers/crayons

Instructions:

You will have between 6-10 students in your group. Tell your students that they can choose from doing one of three things (if they have time, they can choose to do two of the activities or even all three).

Choice one is to write a crash story—have students write about a bike crash that they had. They must tell why they crashed, if they were wearing a helmet or not, and what they learned from the crash. They must draw a picture to accompany the story.

Choice two is to write a best bike ride story—have students write about their very best bike ride. They must include where they went, who they went with and why it was so much fun. They must draw a picture to accompany the story.

Choice three is to write a letter to City Council about how the city could make it safer for kids to get to school by walking and/or biking. They can write about adding crosswalks, or having more crossing guards or building better sidewalks. If there are any areas around where they live that feel unsafe, they can write about those. If they have time, they can draw a picture of what a more pedestrian and bike friendly town might look like.

RAINY DAY RODEO INSTRUCTIONS

Station 4: Fix-A-Flat Station

6-10 students; up to 15 minutes at station

Materials/Equipment:

- bicycle wheel with tube and tire in it fully inflated, push pin, patch kit (patches, glue, sand paper), 2-3 tire levers, pump, extra tube, chalk or light colored marker

Instructions:

You will have between 6-10 students in your group. Explain that this lesson will teach the students how to fix a flat tire. Discuss potential road hazards that can cause a flat tire (glass, nails, goat heads, pinch flats, etc.). Ask the students if any know how to fix a flat tire and if they would like to help you demonstrate certain steps. Explain that when we fix a flat, we must take the whole wheel off of the bike (there will either be a quick release or you must use a wrench) and then we must get the tube out from between the tire and the rim, patch or replace it, and then put it back in. Explain that there are two different kinds of valves on tubes, the presta is longer and thinner and the Schrader valve is short and round (to remember: sh is for short and Schrader)—be sure that the pump they have fits the valve on their tubes.

Demonstrate (have students help as much as possible):

- Have a student push a pin into the tire.
- Take one side of the tire off of the rim with the tire irons (not the whole tire off).
- Take the tube from between the tire and rim and pull the tube out starting with the side opposite the air valve.
- Pull the tube out. (Hint: try to keep the tube in the same position that it was in while on the tire because that can help you identify where the hole might be if you already know where the object that punctured it went in.)
- Carefully run your fingers along the inside of the tire so that if the object is still in the tire, you can find it and pull it out so that it does not cause another flat.
- Check the tube to find the hole. Usually this is easily done by pumping up the tire and feeling for the air coming out. If they have a hard time finding where the air is coming out, tell them that they can put the tube up to their cheek because it might be easier to feel where the air is coming out (you can also tell them that if they have a hard time finding the puncture, they can submerge the tube in water and bubbles will rise from where the hole is). Mark the hole with a marker or chalk.
- Sand the area around the hole a bit larger than the area of a patch (if you don't have sand paper you can sand the area around the hole on the pavement) and apply enough glue over the hole to touch entire surface of the patch but don't glob it on. Wait till dry, they say 5 minutes (but you can blow on it and it dries fast). Either way, be sensitive to the amount of time required to wait for glue to dry.
- Apply patch over entire hole and press it firmly.
- Check the patch by pumping up the tire and listening for sounds. If it holds, release the air (not all of the way, but most of the way) and replace tube on rim.
- To replace the tube on the rim, first put the valve stem into the valve hole. Work from the side where the tire is off the rim. Push the tube in between the rim and tire, making sure it is not twisted.
- Put the tire back on the rim (over the tube) and pump up the tube slowly and take a look around the edges to make sure the tube isn't poking out. Once fully inflated to the recommended PSI on that is written on the tire wall, the tire should appear symmetrical on the rim, with no bulges.
- Explain that you would then have to put the wheel back onto the bike.

Credits:

Metropolitan Transportation Commission's **One Bay Area Grant Program** establishes program commitments and policies for investing roughly \$800 million over the four-year Cycle 2 period (FYs 2012-13 through 2015-16) across nine Bay Area counties, funded by federal funds authorized by Congress in Moving Ahead for Progress in the 21st Century (MAP 21). The OneBayArea Grant Program is a new funding approach that better integrates the region's federal transportation program with California's climate law (Senate Bill 375, Steinberg, 2008) and the Sustainable Communities Strategy. Funding distribution to the counties considers progress toward achieving local land-use and housing policies by, among other approaches, allowing flexibility to invest in transportation categories such as Safe Routes to School. For additional information on the One Bay Area Grant Program, visit <http://www.mtc.ca.gov/funding/onebayarea/>.

About the **Kaiser Permanente Northern California Community Benefit Grants Program**:

Kaiser Permanente's community involvement uniquely pairs grant funding with 65 years of clinical expertise, medical research, and volunteerism to support prevention-focused evidence-based programs that are expanding access to care and creating healthy environments. Kaiser Permanente recently awarded LifeLong Medical Care \$85,000.00 grant that will help more people in this community get access to the resources they need to lead a healthy life. Kaiser funds are used as a match for the Sonoma County Department of Health Service's One Bay Area Program grant and supports the implementation Countywide Safe Routes to School Program in Kaiser' Permanente's Marin-Sonoma Service Area. For more information about Kaiser Permanente's work in the community, visit www.kp.org/communitybenefit/ncal.

Measure M is a local Sonoma County sales tax passed in 2004 to address transportation needs throughout the County. The Traffic Relief Act for Sonoma County- Measure M Expenditure Plan defines the overall program, which provides funding for seven program categories: local street rehabilitation, local street projects throughout the County, Highway 101 widening projects throughout the County, restoring and enhancing local bus transit service, SMART program/project to develop passenger rail service, bicycle and pedestrian projects, and administration of the overall Measure M program. Measure M funds are used as a match for the Sonoma County Department of Health Service's One Bay Area Program grant and supports the implementation an evaluation of the Bicycle Safety and Education portion of the of the Countywide Safe Routes to School Program. For additional information on the Measure M – Traffic Relief Act, visit http://www.sctainfo.org/measure_m.htm.