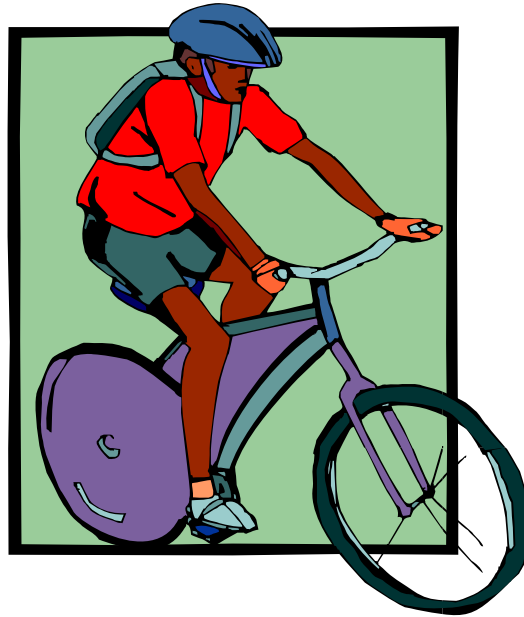


Middle School Bicycle Safety Curriculum



Prepared for:

**State of Wisconsin
Department of Transportation**

Prepared by:
City of Madison
Traffic Engineering Division
Bicycle Program

Introduction

The *Middle School Bicycle Safety Curriculum* is the State of Wisconsin's first bicycle safety curriculum for middle school students. Children in this age group are riding their bicycles further and more often for both transportation and recreation. Parents allow them greater freedom to ride to, school, visit friends, shop, and other activities. But children are typically not taught how to ride safely.

Bicycling gives children a sense freedom and independence. This curriculum stresses learning through supervised bicycling experiences. Students will gain confidence by riding on their neighborhood streets and to places they are familiar with. The lessons progressively teach the safety skills needed to negotiate traffic.

This curriculum is taught in eight sessions, or rides, with 12 hours of instructional material. The curriculum was developed based on the League of American Bicyclists Effective Cycling Road 1 course. This course is an introduction to bicycling for adults. The Bicycle Safety Education (BSE) curriculum from Bicycle Transportation Alliance in Portland Oregon was also referred to in developing this curriculum. BSE is designed for students in grades 4-6.

The curriculum will assist the instructor in choosing routes that will give the participants exposure to all the traffic skills. The rides should be based on each session's focus. The session plans give instructors the information needed to explain each concept. The concepts are step-by-step instructions for technical information.

Session 1: Getting up to Speed

Equipment: permission slips, first aid kit, The Bike Care Bicycle Inspection sheet (see <http://www.dot.state.wi.us/dtim/bop/pdf/bp-maint.pdf>), floor pump, tools, extra helmets.

Preparation notes: Instructor needs to pre-plan the route and areas along the route to introduce students to bicycling. The route should include quiet streets, parked cars and intersections.

A. Bike maintenance check (30-45 minutes)

Use the inspection sheet and explain that a safe, properly functioning and fitting bike is the first safe riding.

1. Explain we will start inspecting at the front of the bike and move towards the back of the bike. Participants can do this in pairs or separately.
2. Introduce the inspection sheet and methods for checking the condition of their bikes for each item. Have participants inspect their bike and record the conditions of each part. Leader can guide participants going through each step with them.
3. When the inspection is complete fix minor problems like improper inflation.

Expect: Participants will be excited and ready to ride but before they ride they need to go over bike safety checks. This can take a long time if the bikes are in poor shape. Make sure that if there are problems they are made aware of them and bring the bikes to a shop for service before the next class. You can start the safety check while you are waiting for everyone to arrive. This is a good opportunity to have students help each other as they learn. You may want to have a bike shop mechanic there to help identify problems and do minor adjustments.

B. Helmet Fit (15-20 minutes)

1. Have participants get their helmets, ask them why it is important to wear them. Let them answer and fill in answers with points below.
 - A helmet is your last line of defense in a crash
 - Always wear a helmet while riding a bike, no matter how short the trip
 - Helmets can reduce serious head injuries by 85% in a crash
 - A helmet will not protect your head if it does not fit properly
 - After a crash or any impact that affects your helmet, replace it immediately
2. Go through the fit of a helmet tell them what the helmet should feel like on their head. Have them put helmet on without buckling strap.
 - Find the smallest helmet shell size that fits over your head
 - Helmet pads should be used to fine tune the fit, not to make a helmet that is too big fit your head
 - Make sure that the helmet sits on top of the head, not tipped back
 - Leave a two-finger width between your eyebrows and the front of the helmet

3. The helmet straps are the last part of the fit and take the most time. Ask why the straps need to be adjusted and remind them that they need to be adjusted often, check them every time they ride. Give them time to try and adjust them, while you go around and check their progress.
 - The side straps should be joined in a “V” just under each ear at the jawbone
 - The buckle should be snug with your mouth completely open
 - Periodically check your strap adjustment; improper fit can render helmet useless

Expect: Participants will need helmet adjustments, especially the straps. If a participant has a helmet that fits poorly have them borrow one and suggest that they replace it or give them a new one.

C. Bike Fit (10-15 minutes)

Allow participants to get their bikes. Explain the importance of a properly fit bike for safe handling and ease in pedaling.

1. Frame height
 - Most frames are measured from the center of the spindle in the bottom bracket to the upper edge of the seat lug.
 - When standing over the bike straddling the top tube there should be 1½ -2 inches of clearance between top tube and the person.
2. Frame length
 - The reach from saddle to handlebar should not be too long or short-either will cause quick neck or back fatigue.
 - Minor adjustments to the saddle, handlebar and stem will further customize the fit
3. Proper Fit
 - Riding a bicycle should be enjoyable, not painful.
 - While sitting on the saddle with the ball of the foot on the pedal closest to the ground the leg should be almost extended with just a slight knee bend.
 - The length of the top tube plus handlebar stem should match your body proportions. There should be a slight bend in the elbow when sitting on the saddle with hands on the handlebars.
 - Frame types vary, most common are diamond and step-through.

Expect: participant's saddles will be too low and handle bars will need to be adjusted. It is helpful to have the assistant and/or a bike mechanic helping with these adjustments and holding bikes while participants sit on saddle and determine if it needs to be raised or lowered.

D. Basic Riding Skills (10 – 40 minutes)

These basic skills can be introduced during a short ride or practiced in a parking lot. The skills will be used in every session that follows. A short, 30-minute ride can introduce these basic riding skills. Ride on quiet neighborhood streets with situations like stop sign intersections, right turns, and parked cars. This short ride lets the instructor assess the participant's initial skills and bike fit. The instructor may decide on different routes for future rides depending on participant's initial bike handling skill level.

1. Getting started position

Practice this skill as you leave for a short ride. Have students practice in a parking lot and observe the ease of starting in this position.

- Straddle your bike by swinging one leg over it-swing your leg over the saddle or step over the top tube, or step through a step-through frame. Bicyclists should be straddling the frame, not sitting on the saddle.
- Slide one foot into its toeclip, if equipped.
- Back pedal with that foot until the pedal is forward and high (11 o'clock position)
- Get moving by stepping onto that high pedal and pushing off the ground with your other foot.
- Place your second foot on its pedal and pedal to pick up speed.
- Once rolling, ease yourself backward onto the saddle and put your second foot into its toeclip.

2. Driveway Rideout

Explain the need to stop and look Left – Right – Left for traffic before entering the street. Stress the importance of easing out and stopping again to be able to look around obstructions such as parked cars by the driveway. Remind them not to go into the travel lane before they can see down the street.

Practice on quiet streets where there are different situations or use a school driveway. This skill needs to be stressed at every lesson. If a student is seen entering a road without stopping to look for traffic, immediately stop and address the action.

3. Ride Right

Ride in the same direction as the traffic on the right side of the road. Stay as far to the right as practicable, which means safe and reasonable. How far to the right to ride, is practicable, varies depending upon a number of circumstances. This will be discussed in more detail under other points.

4. Straight Line Riding

This skill can be introduced on a neighborhood street. A street with minimal traffic and with parked cars is preferred. Stress predictable riding to participants:

- Ride 2-3 feet away from the curb/edge of the road (at least 1 foot from the joint between the gutter and the street) on a street without parking. If you ride in the gutter you might have to weave around debris, sand, leaves, etc. which is unpredictable. Riding a foot off the joint between the gutter and the street allows you to ride a straight line and avoid most of these types of hazards.

- Ride about 3 feet (the width of a car door) away from parked cars. Riding a straight line is especially important when passing parked cars. Weaving in and out between parked cars is dangerous because passing drivers may not see a bicyclist between the cars, or might assume that the bicyclist is stopping and not expect the bicyclist to re-enter traffic.
- When stopping at an intersection stay in the straight line position. Do not move over closer to the curb (unless preparing to make a right turn), especially when there is a parked car on the other side of the street.

5. Rear Scan

Use a parking lot to introduce this skill. Explain that before changing lanes, turning, going around a parked car, or making any other change in your roadway position, you have to know what is going on behind you. The rear scan is a way to look for traffic that might be behind you.

For practice: To introduce this skill use an empty parking lot. Students will ride away from the instructor. The instructor prompts student to scan and then holds up their hands. The student should shout out the number of hands raised. Students need to have control of their bikes while scanning. Control means bicycling in a straight line. Go through this exercise a few times.

Techniques for keeping a straight line while scanning:

- bend your elbows and look over your left shoulder
- take left hand off handlebars before looking behind you

Expect: Participants will complete the exercises well, but not understand the need for the skill when they are out on the road. The instructor will often have to remind them to use the skill. While first practicing the rear scan, the participant will weave and look over the shoulder that feels more comfortable. They need to look over the left shoulder since overtaking traffic is passing them on their left. Practice rear scanning everyday, on every ride. Use one traffic situation everyday during ride and have participants practice the rear scan. This spot could be a left turn on a quiet street.

Session 2: Braking and Lane Positioning

Equipment: permission slips, first aid kit, frame pump, tools, extra bikes/helmets if needed.

Preparation: Determine route that emphasizes braking and lane positioning. This route could include streets with parked cars, extra wide lanes, turning lanes. Choose roads with different types of traffic. Include a place where you can stop out of the road (empty parking lot) to demonstrate and practice braking skills, or do this at your meeting point, before starting the ride.

Review the basic skills of bicycling from Lesson 1 during the ride. Choose an appropriate route for the participant's ability. Have participants practice controlled braking. On the bike ride plan a route with many stop signs so they have a chance to practice controlled braking in traffic.

A. Basic Braking Skills

Explain thinking ahead and its importance with braking. Give an example and then instruct participants through a few controlled stops.

Explain to participants the technique for controlled braking, and have them practice this in a quiet location such as an empty parking lot. Participants should use both front and rear brakes, trying not to skid. Brake with slightly more pressure on the front brake. The reasons for not using front or back brake alone are (demonstrate these by walking a bike and squeezing hard first the front brake alone, then the rear brake alone, then both together):

- Using the front brake alone stops the front wheel quickly, but the rest of the bike still wants to move forward, which may pitch you over the handlebars;
- Using the rear brake alone can lock up the rear wheel causing the bicycle to skid. Now the bicycle is sliding, not rolling. Sliding friction is lower than rolling friction, thus it takes longer for a sliding (skidding) bicycle to stop. Skidding is also bad for their tires. Show an example of a worn spot on a tire if available.
- Using both brakes together results in quick, smooth and controlled stopping.

Expect: participant's brake levers may need adjustment so their fingers can reach them properly (this should have been checked during lesson 1).

B. Lane Position

Participants need to understand they are traffic these points can be made while riding:

1. Ride on the right
 - Ride in the same direction as traffic;
 - Stay far enough away from curb to avoid hazards while riding a straight line;
 - Ride in the right third of the right-most lane that goes in the direction you are going;
 - Be in the correct lane position for your destination as you approach an intersection;
 - Take the entire lane if traveling the same speed as traffic or in a narrow lane.

2. Visibility

- Always ride on the right, with the flow of traffic. Stay visible by riding where drivers are looking and expect you to be.
- Wear bright clothing during the day.
- Use lights and reflectors at night, including reflective clothing, reflective tape on your helmet, etc.
- Do not pass on the right, motorists are not looking for other vehicles there.

3. Parked cars

- Ride in a straight line, not in and out around parked cars on the side of the road.
- Always ride far enough away from parked cars to avoid being hit by an opening door, about three feet to the left of parked cars.
- Watch for cars wanting to enter into the roadway from a parallel parked position. Look and/or listen for brake lights, exhaust, turning front wheels, someone sitting the car, etc.

4. Take the lane

- If there is insufficient road width for cyclists and cars to share the lane safely.
- If hazards narrow the usable width.
- If traveling the same speed as other traffic.
- Before intersections and turns to be in the correct position for your destination at the intersection.

5. Extra wide lanes

- Do not ride too far to the right. You are more visible to other drivers if you ride 3-4 feet away from (to the right of) other traffic. In this position, drivers turning right, and drivers entering the street will be more likely to see you before they turn or merge.
- Be careful of motorists who might pass on the right around left-turning vehicles.

Expect: Participants will have a hard time holding their lane position. They will feel uncomfortable riding 3 feet away from the curb or from parked cars. They might drift towards the curb as they approach intersections. They can hold the proper position if they look and think ahead and focus on being in the correct position for where they are headed. Have different students lead and remind them to look and think ahead.

Session: 3 Shifting and Turn Lanes

Equipment: permission slips, first aid kit, frame pump, tools, extra bikes/helmets if needed.

Preparation: Determine route that is more difficult, with some hills, left and right turn lanes and moderate traffic. This route will help participants practice changing gears, as well as giving them more advanced practice with previous skills and more experience and confidence riding in traffic. Begin the route, however, with some quieter streets to provide some practice shifting gears without worrying about traffic.

A. Shifting

Instructing participants on how to use their gears work best when they are constantly reminded about shifting throughout the ride. An introduction to shifting includes explaining how gears work.

1. Front derailleur
 - Left shifter controls the front derailleur and which chainring your chain is on in the front. Mountain bikes and hybrids typically have three front chainrings. Road bikes can have two or three.
 - Small ring is low gears for climbs, middle ring is most commonly used gears for flats, big ring is highest gears for descents.
 - Used less frequently than rear derailleur.
2. Rear derailleur
 - Right shifter controls the rear derailleur; this is the fine tuning of the gear range.
 - Used most frequently to account for minor changes in terrain.
 - The smaller the cog on the cassette, the harder the gear is to pedal.
 - Most bikes have 6, 7, 8, or 9 cogs; rear derailleur moves the chain from one to another.
3. How many gears are there, really? While a bike with 3 front chainrings and 7 rear cogs is called a “21 speed” bike, there really are several fewer useable gears.
 - There are some gear combinations that should not be used because they put too much strain on the chain: the big chainring in front and biggest gear or two in back; or the small chainring in the front and smallest cog or two in the back should not be used.
 - Many front and rear gear combinations overlap (result in the same gear). These typically include the gear combinations listed above that you want to avoid using.
4. So how do I remember which way to shift?
 - Moving the chain closer to the bike, in the front or the rear, results in an easier to pedal gear.
 - Moving the chain away from the bike, in the front or rear, results in a harder to pedal gear.
 - Many shift levers now have numbers on them: 1 – 3 for the front (left shift lever) and 1 – 7, 8, or 9 for the rear (right shift lever). The bigger the number the harder it is to pedal. The smaller the number, the easier it is to pedal.

Explain to participants the reason for shifting is to keep a constant pedal rate or cadence. Bicyclists can go farther and faster if they ride aerobically, exercising the heart and lungs as opposed to just the legs. Efficient shifting takes practice, and students will need constant reminders to shift. When preparing to ride up a hill, they should shift to a lower gear before it starts to get hard to pedal, and then continue to shift into easier gears as they climb. Remind students when they have more gears to use.

Expect: Participants who don't feel comfortable riding their bicycle will forget to shift. Be prepared to constantly remind them especially before coming to a stop (such as at a stop sign or red light). Stress the safety importance of shifting to an easier gear before stopping so they can start riding again quickly and in a controlled fashion and without weaving. Participants always use gears that are too hard.

B. Turn Lanes

Intersections with turn lanes can be difficult for students to negotiate. When lanes are designated for specific movements (straight, right or left), bicyclists need to use the lane that leads to their destination, just like other drivers. Participants need to practice riding through intersections with lanes having destination restrictions, going straight, left and right. Consider the traffic volume and skill level when choosing streets and intersections for teaching this.

1. Using the designated lanes requires bicyclists to carry out three skills:
 - a. rear scan
 - b. signal direction of movement
 - c. move into the correct position in the roadway

The lane width dictates where to ride in the lane that goes to your destination. Generally, you will position yourself either in the right third of the lane if the lane is wide enough to share with a car, or in the middle of the lane if it is not wide enough to share. Make participants aware of the lanes and the direction you want them to go at the intersection, before arriving at them. Practice the rear scan in an open area before riding in this situation. In addition, review the sequence of skills needed for moving into a different lane. The first turn lanes tried should be on streets that have low to moderate traffic.

2. Curb Lane becomes a Right Only Turn Lane

If the lane you are in becomes a right turn only lane at the intersection, and you are going straight, you must change lanes before the intersection. Use the three skills to move into the straight through lane before you reach the intersection.

3. Left Turn Lane

Participants might feel uncomfortable making this turn at first because of their position in the roadway. Practice left hand turns with them on quiet streets before moving to the busier street with a separate left turn only lane.

Expect: Because of all the skills involved in using the correct lane, participants will need step by step instructions when changing lanes.

Session 4: Hazards On/Off the Road and State Bicycle Laws

Equipment: permission slips, first aid kit, frame pump, WI bicyclists law cards, extra bikes/helmets if needed.

Preparation: Build on the route from previous lesson, put emphasis on hazard identification and avoidance. Invite a traffic enforcement police officer to join the group for the ride. The officer can talk about WI bicycle laws (make sure s/he understands these beforehand), and offers the students a chance to interact positively with a police officer.

A. Hazard Identification (5-10 minutes)

After riding for 5 minutes or so, stop and ask participants to name hazards they have encountered or noticed along the route. After developing a list of hazards, see if the students can categorize these hazards by common features and come up with other things that might be hazards but they have not yet encountered.

Hazards can be categorized into four main types:

- Moving – anything that could move into your path such as: cars, pedestrians, other bicyclists, animals
- Surface – anything on the road that could cause you to swerve, or fall such as: sand, glass, leaves, storm grates, potholes, railroad tracks, rain, snow or ice
- Stationary – anything that you could run into, such as: curbs, parked cars, trees, poles, or fences
- Visual – anything that either blocks a bicyclist's view or blocks other's view of the bicyclist, such as: trees, bushes, fences, moving or parked cars, buildings, too little light or too bright light.

Note that there is overlap in some of the categories, some things can create several types of hazards. The above list is not exhaustive, your students will likely observe, or be able to think of other things that create hazards for them while bicycling.

After identifying hazards it is important to discuss ways to avoid these. The best way to avoid a fall or crash is to identify hazards early enough to be able to take evasive action (change lane position) so the hazard does not become a problem. A lot of what has been discussed in earlier lessons/rides is relevant here: ride on the right; lane positioning; riding predictably; being aware of other traffic around you; etc.

B. Emergency maneuvers (15 minutes)

There are, however, a couple of emergency maneuvers you can teach the students, if you think they are advanced enough. This section is optional since it requires a high level of bicycle skill.

Equipment: use tennis balls cut in half for the rock dodge.

Explain that these need to be practiced often so they are done automatically when needed. (But if they are aware of their surroundings, constantly looking ahead for hazards and being aware of

other traffic around them, they should actually never need to use these maneuvers since they will be able to respond to hazards with normal traffic maneuvers.)

1. Rock Dodge: Designed to allow you to avoid a surface hazard without significantly changing your lane position.

The rock dodge is done by riding straight until you are very close to the “rock” (hazard) then just before reaching the “rock”, turn the handlebars suddenly to one side then straight again, without leaning your body, so the front wheel goes around the “rock”. Tell participants that it’s the front wheel that needs to miss the rock because that wheel steers the bike and you might fall if the front wheel hits the “rock”/hazard. If the rear wheel hits it will generally not cause you to fall. You might damage your wheel or tire or get a flat, but you will still be in control of your bicycle.

Have participants walk their bike through the course, concentrating on turning the handlebars to avoid the “rock” (half of tennis ball) with their front wheel, then back to their straight line course of travel.

Use a parking lot to practice.

set up:



The standard set up: about 6” between the tennis balls marking the entrance and exit. Three feet between the entrance and the “rock” and 2 feet between the “rock and exit.

2. Quick stop

Quick stops: The emergency braking technique, participants will brake as hard as they can while sliding body to the rear of the bike as far as possible. Can practice this by designating a stop line and have participants start off slowly riding towards it. Avoid pitchovers.

Expect: participants will need clear directions on the traffic patterns while running these exercises. Do not allow any horseplay during these drills there is a risk of falling if participants aren’t paying attention while doing them.

Session 5: Basic Bicycle Repairs

Equipment: tire levers, patch kits, punctured & patchable inner tubes, floor pump, and frame pumps.

Preparation: Invite a local bicycle mechanic to this session for extra help. Plan a route similar to previous lesson. Find a park or quiet area half way through the ride to teach the flat tire lesson.

Note: This session can take place at any time during the 8 sessions, especially if (a) someone gets a flat on a ride; or (b) you have a rainy day and an indoor location as back-up.

A. Fix a flat (20 minutes)

Explain to participants the parts of a wheel: rim, spokes, hub, tire, inner tube, rim tape. Show how to remove tire using tire levers. Ask them what causes flats: 3 main causes - - punctures, pinch flats and rim/tire malfunction.

1. Remove wheel

Front: undo brake cable quick release, then wheel quick release and remove.

Rear: shift into smallest cog in rear, undo brake cable quick release, then hub quick release and remove.

Rear: you can set bike upside down on handlebars and seat before opening hub quick release.

2. Deflate tube

Remove any remaining air by depressing valve.

Schraeder is larger, spring loaded valve (car style valve). The pin in the middle of the valve must be depressed to deflate the tube.

Presta is all-metal narrow valve. Unscrew the top part of the valve (this does not come off, just loosens), then press to deflate the tube.

3. Remove one side of tire from rim

Using tire levers, unseat one side of tire. Start away from valve stem.

For tight rim/tire combinations, 2 – 3 tire levers are needed. Do not use metal levers.

Many mountain and hybrid bike's tires will come off by hand; practice at home.

4. Remove tube

Remove tube from tire; avoid valve damage by starting away from valve.

Keep tube and tire in same relative position to each other to aid in finding puncture.

Inspect tube for hole; mark for patching or use your spare tube for replacement.

5. Inspect inside of tire

Feel inside of tire for cause of flat; use caution as cause may puncture your finger.

Remove thorn, glass, staple, nail or whatever caused your flat.

Inspect tire for damage.

6. Install new or patched tube
After repairing damaged tube or retrieving spare, inflate tube to give it round shape.
Fold back tire to allow access to valve hole; insert valve into rim first, then tube into tire.
For presta valve, screw valve closed and install valve nut loosely against rim.
7. Reseat tire bead
Start reseating tire by hand at valve hole; work in both directions away from the valve.
Push valve partially back through rim to insure proper seating of tire bead.
Visually inspect tire bead to insure proper tire seating on rim.
8. Inflate tire
Inflate slowly, checking for bulges, which might indicate improper bead seating on rim.
Deflate if bulge occurs; carefully re-inspect and reseat bead on rim.
Inflate to desired pressure.
9. Install on bike
Front: install wheel; tighten hub quick release and re-attach brake cable or quick release.
Rear: install wheel by placing chain on top and bottom of small cog.
Rear: push derailleur pulley closest to you forward; drop hub down into frame and tighten hub quick release.
Front and Rear: Make sure the wheels spin without hitting the brake pads. Squeeze the brakes a few times to make sure each wheel and brake is still centered.
10. Prepare to Ride
Check brake and hub quick releases; make sure that tire does not rub brakes or frame.
Check rear derailleur to make sure that shifting is still smooth. If anything is wrong, the wheel is probably crooked; make sure wheels are in straight.

Expect: participants will need to see how to remove a wheel before learning how to patch an inner tube. They may not realize that there is an inner tube under the tire. If possible have every participant practice patching an inner tube. Participants can be split into pairs if the group is large. Have them share frame pumps to find the hole in the inner tube.

Session 6: How to get there—route choice and map reading

Equipment: city maps, bike maps, highlighter pens

Preparation: Study the map in advance and have a route planned that is more difficult than previous lessons. Include a few left hand turns, hills, roads with moderate traffic. Stop at a park half way through ride to talk about route choice. The route choice discussion will take between 10-20 minutes. Note: This discussion could also take place during a rainy day if an indoor location is available for back-up.

Ask participants where they usually ride. These places could be to a friend's house, store, school or a park. Next have them indicate on a map where they live. Ask them what streets they normally ride on. Do those streets have a lot of traffic?

Quiet neighborhood streets and bike paths are the best roads for middle school students to ride. Give participants examples of good roads and assist them in tracing routes already ridden and finding new routes. Have them use the scale and figure out the mileage for a destination. Using either a piece of string or marking the scale on a piece of paper.

A challenge is to see if a route can be determined to visit everyone in the group's house. When planning routes the roads type and distance of the trip are important. Best roads for cars are not necessarily good for bicyclists.

Expect: Participants will have little prior experience with maps. Take time to explain the different kinds of roads how they are shown on the map. Also highlight the routes from the previous lessons this will interest participants.

Lesson 7: Ride Anywhere

Equipment: tools, map, bike/helmet if needed, first aid kit, and permission slips

Preparation: use a route chosen from previous lesson.

The ride can be a route decided on the week before during the route planning lesson. Depending on the bicycling skills of the participants this ride can include busier streets and left hand turns. Have participants lead the ride while you give instructions on route direction. Participants will make their own decisions at traffic intersections, and lane position. When changing lanes prompt participants on the method to do this safely. The instructor should not lead the group.

Expect: Participants will feel comfortable after 6 lessons riding in a certain spot within the group. Try to have different participants lead and the instructor should ride in different places within the group.

Lesson 8: A Fun Ride

Equipment: same as previous lesson

Preparation: This is a ride with a fun destination. Also during the lesson observe the participants riding skills to look for improvement.

On the last day take participants on a fun, longer ride with the destination perhaps being an ice cream shop enroute. Observe the participants bike handling skills and instruct them only as necessary. The route could include visiting a few participant's homes. This will give participants a chance to confidently lead the group and for the instructor to observe their skill levels.