LEARN TO RIDE BICYCLE EDUCATION

DRILL GUIDE

Jump Start
Oregon Walk and Roll Training

Oregon Department of Transportation
Safe Routes to School
ALTA · COMMUTE OPTIONS · CYCLE OREGON · THE STREET TRUST

This Drill Guide is supplemental to the Jump Start Learn to Ride curriculum.

Its main purpose is as a field reference when setting up drills.

The target age group is kindergarten through second grade, but the lessons and techniques can be adapted for new riders of all ages.

Reference the full curriculum for more details about each lesson and for additional learning materials.

Full Curriculum

QUICK TIPS

1 Bikes and helmets are a lot of new equipment to handle! Make a plan for storing and organizing materials to maximize instructional time.

2 Gather Volunteers! K-2 students will need more one-on-one help. Consider dividing large classes into smaller groups.

3 Provide visual and verbal instructions. Demonstrate each new skill using a projector, posters, or a white board.

Learn to Ride Overview

PLANNING FOR SUCCESS

BALANCE BIKES

- Use balance bikes to teach key skills: balancing, turning, and braking.
- Balance bikes are the fastest and most effective way to teach kids to ride!
- Any size bike can become a balance bike by removing the pedals!

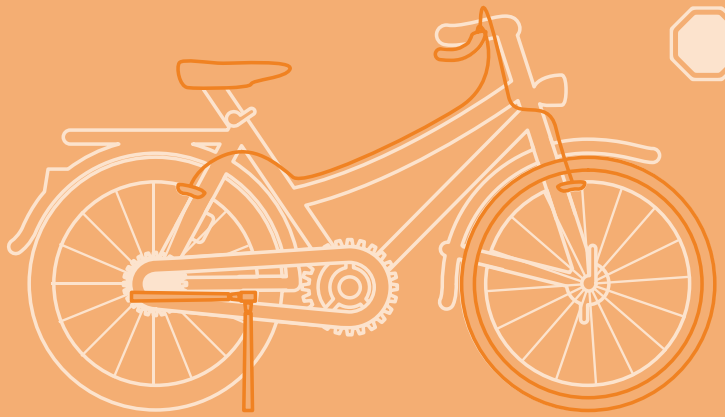
PLAN PACING

- 6 balance bike lessons + 2 lessons focus on transitioning to pedaling
- Lesson duration: 30-50 minutes
- Combine lessons to accelerate your program with extra volunteers, smaller groups or longer class periods

CHOOSE LOCATION

Learn-to-ride instruction can take place in a gymnasium, or outdoors on a smooth surface such as a track, paved play area, basketball court, bus loop, or any area that is free of obstacles. A gentle incline can also be beneficial for beginners to help them gain momentum while learning to balance.

Scan to view instructional videos



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LESSON 1 HELMET FITTING & SAFETY CHECK

MATERIALS

- Automotive masking tape
- Sharpies
- Helmets for all (+5-10 extra), provided with fleet
  - ***Optional:*** Printed name labels (instead of tape & Sharpies)
  - ***Optional:*** Surgical caps, painter's caps or other barriers
  - ***Optional:*** Extra helmet pads
  - ***Optional:*** laptop and projector

TIME

- 30 minutes

LOCATION

- Classroom or gym

PREPARATION

- Orient yourself to the helmet photos in ***Appendix D*** in the ***Learn to Ride Guide curriculum*** and prepare to show students helmet photos.
- If showing Helmet Fitting graphic, have laptop or projector equipment ready.

ACTIVITY

- Instruct students to put helmets on.
- Have them click the buckle and adjust straps.
- Have them tighten dial so helmet fits snugly.
- Have students partner up to check another student's helmet fit.
- Remind them to never drop, kick or throw their helmet.
- When the helmet fits properly, tape label on the helmet with the student's name. They will use this helmet over the course of the program.

TIPS

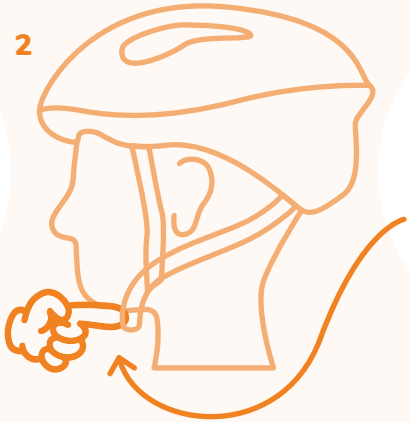
- K-2 students will need individualized help to fit and buckle their helmet. Plan ahead and enlist volunteers.
- Without being buckled, helmet should sit comfortably on their head.
- When fastened, buckle should not be able to slide over the chin.
- Encourage students to ask their partners for consent before fitting their helmet.
- To accommodate different hair styles or religious headwear, find larger helmets, use non-shaming language, and communicate with families ahead of time to ask about needs and accommodations.
- Plan an activity to occupy students before and after their helmet has been fitted. An adult helper can supervise a game while the instructor works with small groups of students to fit their helmets.

1

FOREHEAD

Forehead should be covered, leaving no more than two fingers from the eyebrows to helmet

2



CHIN

Buckle should be tight enough for only one finger to fit in between the strap and the chin

3

EARS

Straps should create a triangle or “V” shape around the ears

4

BACK OF HEAD

Dial on back of helmet should be tightened

Move head back and forth to check for movement of helmet.

Helmet fitting video

LESSON 1, CONT. HELMET FITTING & SAFETY CHECK

MATERIALS

- ***Optional:*** rubber bands, clips
- ***Optional:*** laptop and projector

PREPARATION

- Print or make copies of the Personal Safety Check poster found in the curriculum.

ACTIVITY

Partner Safety Checks

With a partner, have students do a personal safety check:

- ***Shoes:*** comfortable gym shoes, make sure shoes are tied.
- ***Clothing:*** should be comfortable and easy to move in. Roll up pantlegs if needed. Add layers if riding outside.

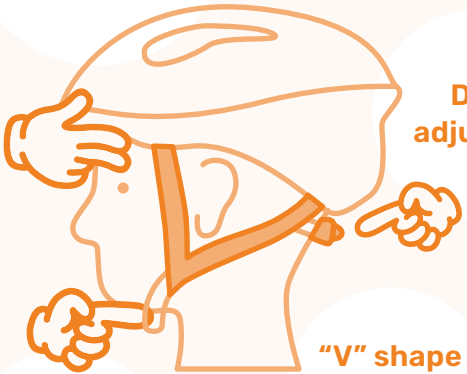
MODEL CONSENT

- Before touching a student ask:

TIPS

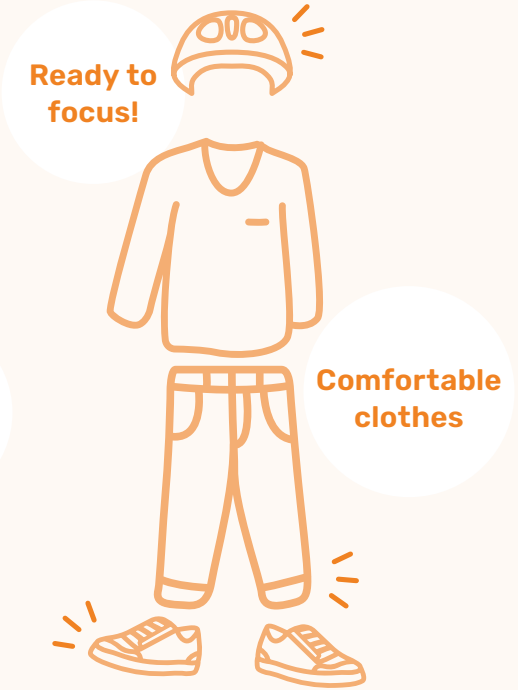
- Remind students that this activity needs to be repeated each day of bicycle safety education as well as when they ride their bikes on their own.
- Keep rubber bands and clips on hand to secure skirts, dresses, and other loose clothing. Use non-shaming language and work with all students to find solutions to make their clothing safe for biking.

PERSONAL SAFETY CHECK



Helmet fits properly

Shoes, shoelaces, and pants



Clothing and attitude

LESSON 2 SIMON SAYS: MOUNTING, DISMOUNTING, KICKSTAND

MATERIALS

- Bikes and helmets for all students
- Helmet Fitting Poster

TIME

- 30 minutes

LOCATION

- Gym or outside

PREPARATION

- Print or make copies of the Bike Vocabulary Poster found in the curriculum.
- Have helmets organized by size.
- If using bikes of various sizes, see “Bike Fit & Seat Adjustment” in the the curriculum.

DEMONSTRATE:

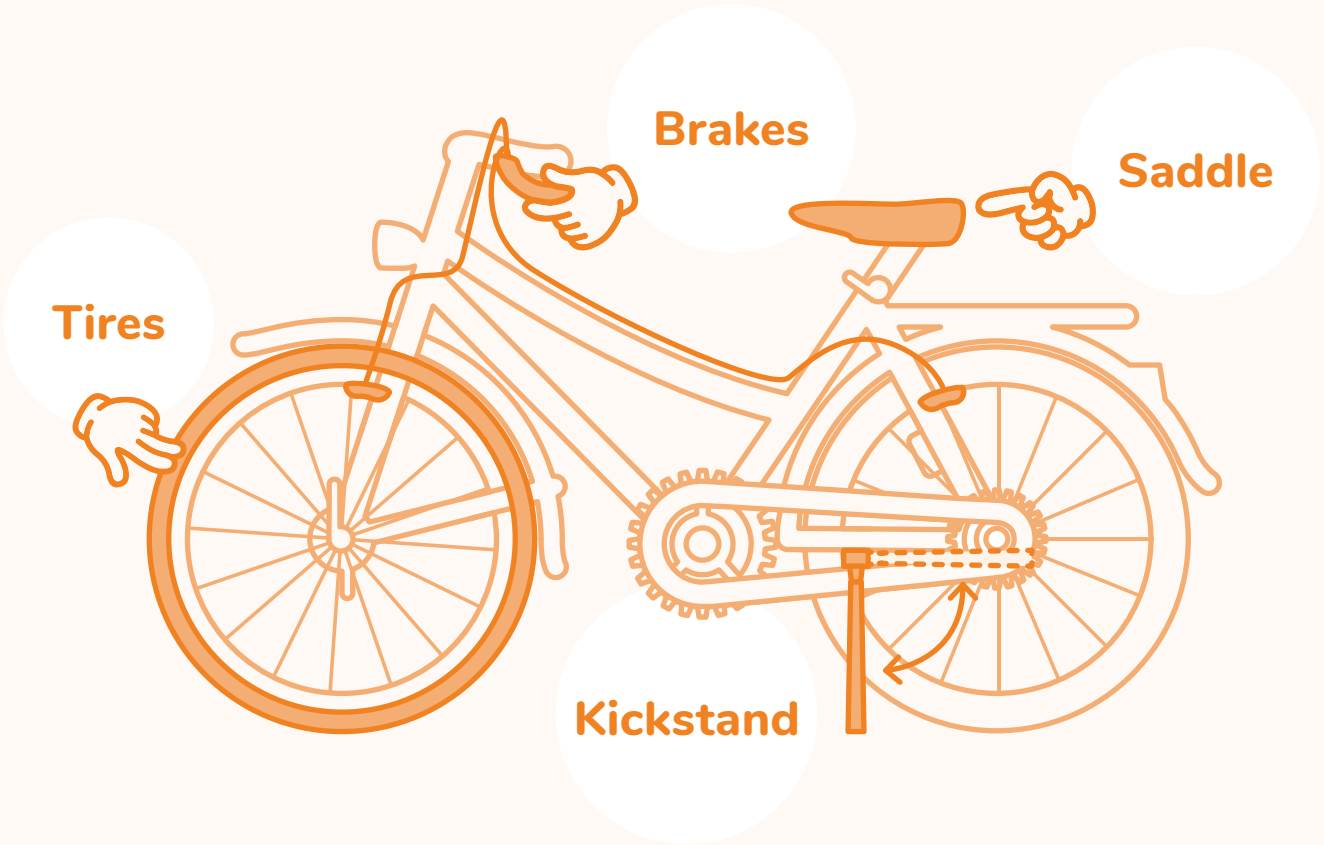
- Before distributing bikes, demonstrate using kickstand, squeezing brakes, mounting and dismounting the bike.
- Point out new vocabulary: brakes, kickstand, seat, tire.

ACTIVITY

- Have students stand with bikes on their right side. Hold handlebars and use a foot (no hands!) to push the kickstand up.
- With the kickstand up, have students step over the bike and sit on the seat. Leaning the bike toward your body a little can make it easier to step over.
- Go through bike parking and mount/dismount practice with students, having them walk their bikes a short distance in between. Have them practice squeezing brake levers and note how the bike slows.
- Check for comprehension by playing Simon Says.
- Sample commands for Simon Says: squeeze your tire, raise your right hand, squeeze your brakes, walk your bike 3 steps forward, park your bike, sit on your bike.

TIPS

- For K-2 students, enlist help for distributing equipment and adjusting seat height.
- Ensure the seatpost is not extended beyond the minimum insertion line. See “Bike Fit & Seat Adjustment” in the curriculum.
- Set expectations for what students should be doing with their bodies while listening to instructions. Give instructions before distributing bikes or helmets.
- “Park your bikes!” can be a great way to stop activity and ready students for instruction. When students hear this phrase, they dismount, kickstand, and sit or stand next to their bike demonstrating they are ready to listen.



BIKE VOCABULARY

LESSON 3 BALANCE PRACTICE: ROWING & WALKING

MATERIALS

- Bikes and helmets for all students
- Instructor tool kit
- Cones and/or sidewalk chalk for marking course
  - ***Optional:*** Laptop or projector
  - ***Optional:*** Poly spots

TIME

- 30 minutes

LOCATION

- Gym or blacktop (preferred)
- If practicing outside, a gentle downslope will help riders get rolling.

PREPARATION

- Have bikes and helmets organized by group or size, ready to distribute
- Setup a rectangular course at least 20 yards from start to stop. Use cones to mark start, stop, and edges of the course.

DEMONSTRATE:

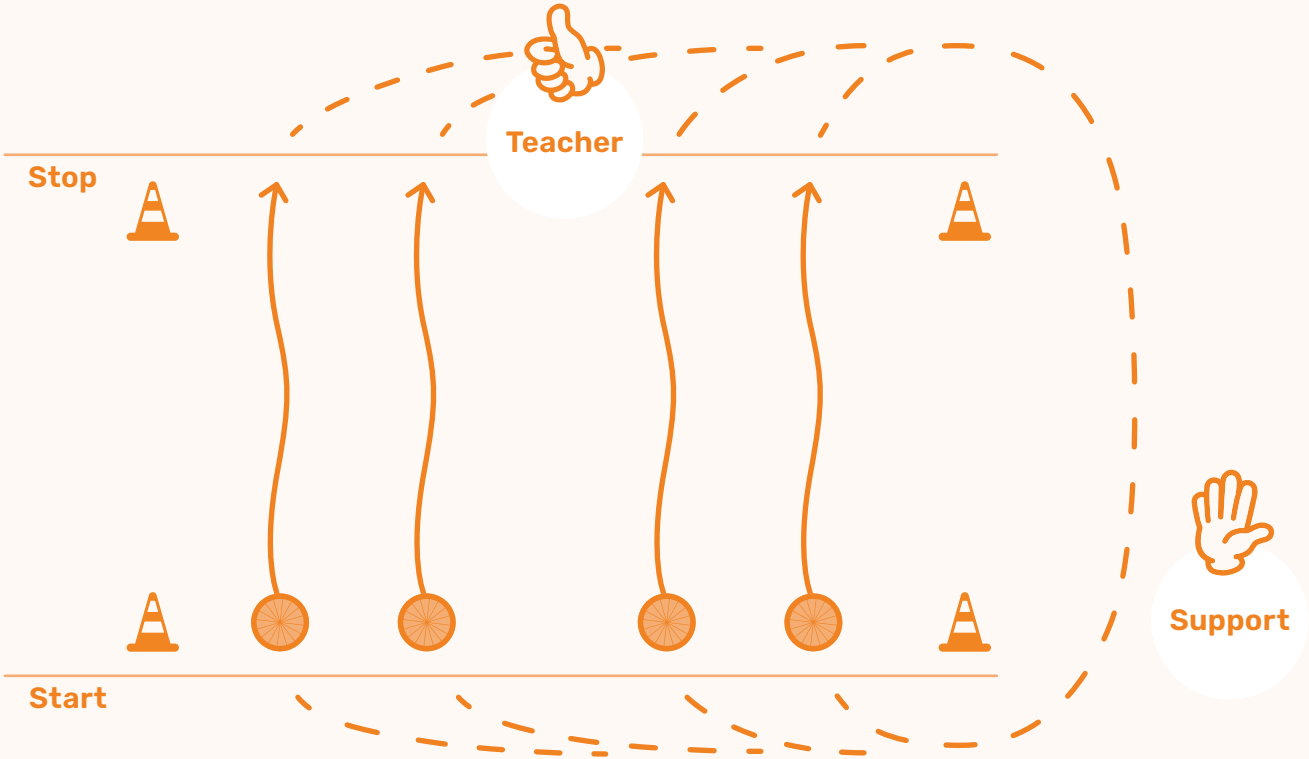
- Demonstrate methods for balancing and moving forward on the bike:
- ***Rowing:*** push off with both feet at once.
- ***Walking:*** push off with one foot at a time—"turtle walking" for younger kids.

ACTIVITY:

- Space students along starting line. Have students row or walk down the lane to a finish line, then return to the start.
- Add some variety to how students move down the lanes:
  - Take little baby mouse steps
  - Take big, long giant steps
  - Take slow steps like a turtle
  - See how far you can roll without touching feet to the ground
  - Fly like an eagle (both legs outstretched, off the ground)
  - ***Eyes Up Challenge:*** instructor holds up a number (fingers) or color (poly spot) and students call out the number as they ride toward the finish

TIPS

- Build in breaks and lots of encouragement with stickers, high-fives, and a "shake it off" dance to help students reset after a fall.
- Adults should not hold students or handlebars; allow them space to develop balance on their own.
- Remind riders to keep their eyes up and hands ready to brake.
- Students may use whichever method feels more natural to them. Encourage riders to take their feet completely off the ground—no shuffling!



DRILL SET UP | ROWING & WALKING

LESSON 4

FOLLOW THE LEADER

MATERIALS

- Cones
- Chalk or tape
- Bikes and helmets for all students
- Instructor tool kit
  - ***Optional:*** laptop and projector for showing drill video

TIME

- 30 minutes

LOCATION

- Gym or blacktop (track or bus loop work well)

DEMONSTRATE:

Review braking; ask students if there is a difference when you squeeze the levers gently or hard. At this point they will likely have experienced that when you squeeze hard, you stop very quickly.

- Use BOTH brake levers at the same time. Squeeze gently to slow down, squeeze harder to stop quickly, and put your feet down to catch yourself.
- Have students practice what slow-down braking looks like while their bikes remain parked.

Turning:

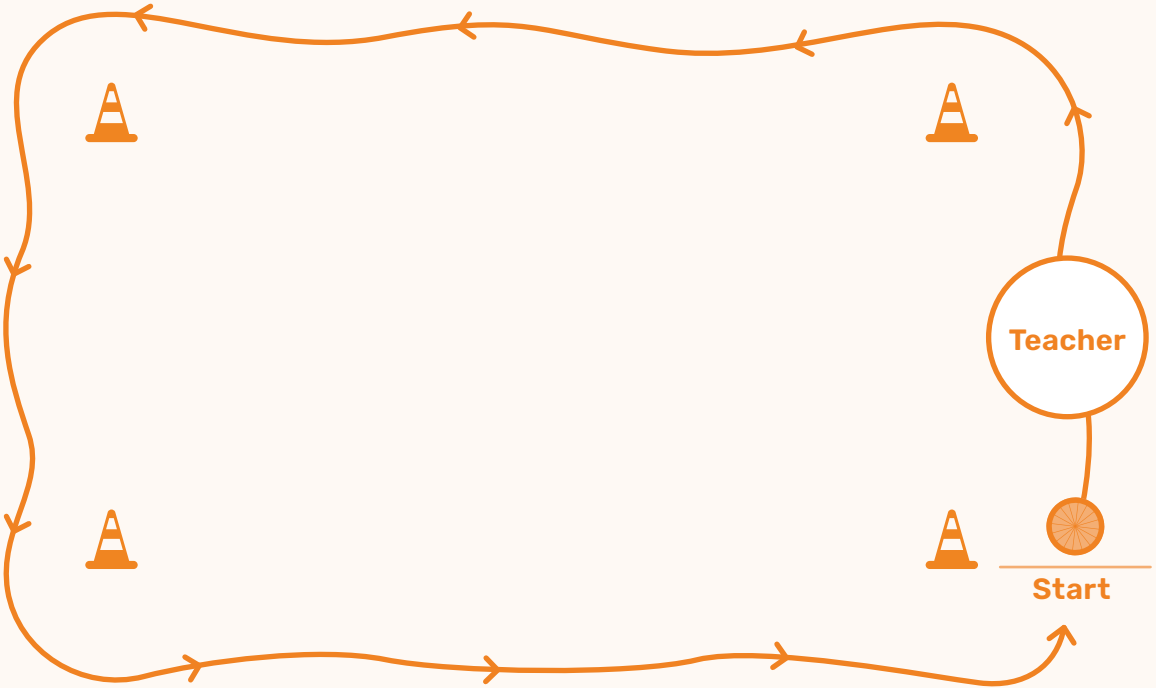
- Row or walk to get rolling. When you get close to the turn, slow down by braking gently.
- Lean body and turn handlebars just a little bit.
- Keep your eyes up and watch where you want to go.

ACTIVITY

- Line up students at a starting line for a circular course. Choose a leader (an instructor or a confident student).
- Ghost rider spacing: imagine there's an invisible person between yourself and the next rider. Line up a few volunteer students to demonstrate what Ghost Rider Spacing looks like.
- Have the leader start the line, with students following. Continue the loop.

TIPS

- If possible, split students into ability groups and focus each group on the skills that most need to be practiced.
- For an extra challenge: play music while students are riding; when the music stops, everyone stops and changes directions.
- Use Follow the Leader as a warm-up activity for subsequent lessons.



DRILL SET UP | FOLLOW THE LEADER

LESSON 5

RED LIGHT, GREEN LIGHT

MATERIALS

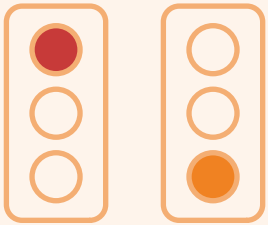
- Bikes and helmets for all students
- Instructor tool kit
- Cones/sidewalk chalk for marking course
- Signage or colored paper or poly spots (red, green, optional yellow)
- Cone-topper stop signs
  - » ***Optional:*** Traffic light graphic

TIME

- 30 minutes

LOCATION

- Gym or blacktop (preferred)



PREPARATION

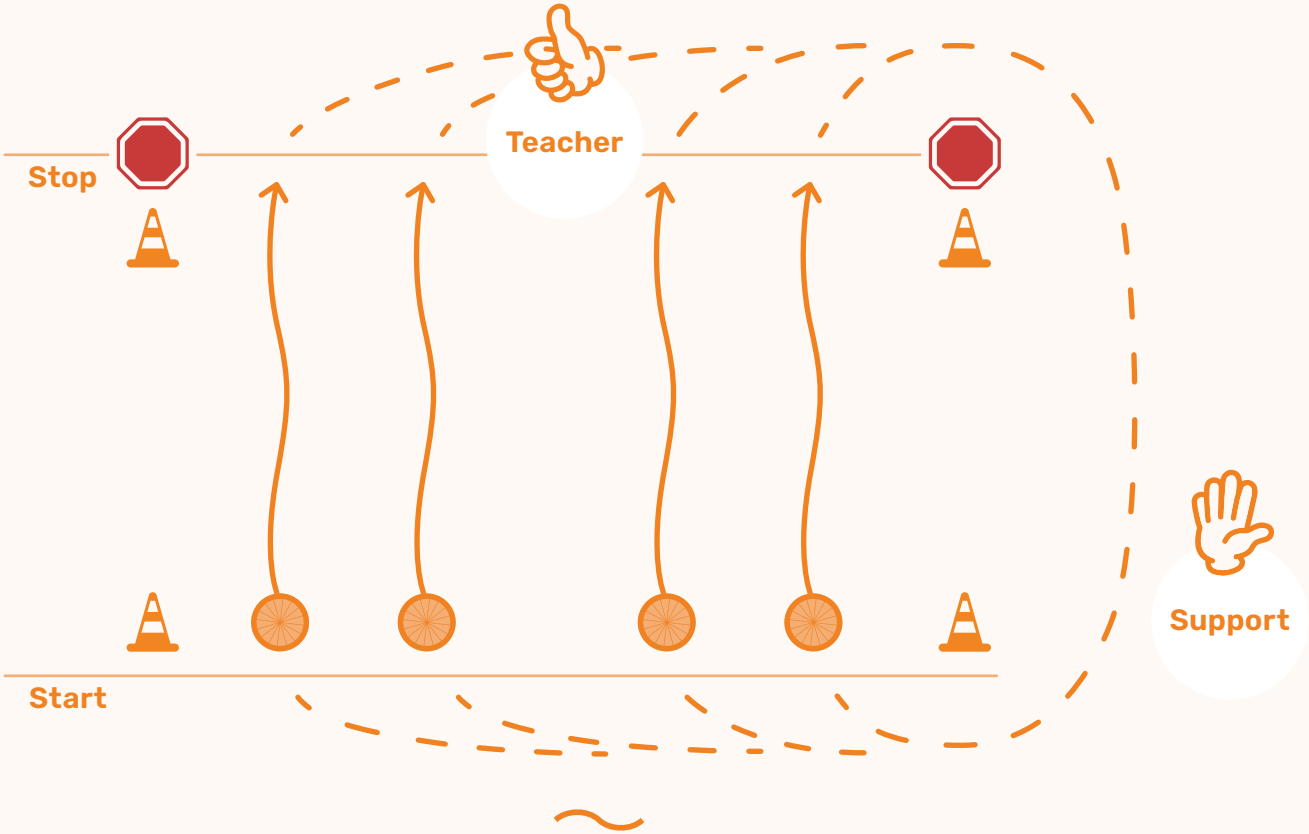
- Chalk or tape start and stop lines, at least 25 yards apart.
- Place cones at start and stop lines.
- With stop signs at the stop line.

ACTIVITY

- Ask students what red, green (and optional yellow) mean on a stoplight.
- Students line up with bikes behind the start line.
- When the instructor says “Green Light!” the first student in each line goes.
- After students ride a short distance, say “Red Light!” All riders should stop as quickly as possible, using both brakes.
- Repeat, starting the second group and having students in first group follow the instructions as well.
- Repeat as needed until all students have reached the final stop line.
- Once students reach final stop line, have them return to the start.

TIPS

- Ask students to explain braking to stop vs. braking to slow.
- As rider speed and handling improve, allow more time for “green light” intervals. The goal is for students to begin gliding for longer periods while maintaining control.
- Use visual & verbal instructions: hold up poly spots, traffic signs or colored paper for each signal.
- If riders are struggling to stop immediately for a red light, use the “yellow light” command beforehand to encourage slow-braking.



DRILL SET UP | RED LIGHT, GREEN LIGHT

LESSON 6

OBSTACLE COURSE

MATERIALS

- Bikes and helmets for all students
- Instructor tool kit
- Cones, poly spots and sidewalk chalk for marking course
- Cone-topper stop signs
  - ***Optional:*** stickers or other incentives for reaching gliding goals

TIME

- 30 minutes

LOCATION

- Gym or blacktop (preferred)

PREPARATION

- Setup course using cones, poly spots and chalk line to follow. Be sure to include at least one stop sign, several turns, and a long straight stretch (20-30') where riders can practice gliding.

DEMONSTRATE:

- Follow the course using all previously practiced skills.
- ***Gliding Challenge:*** students should try to glide as far as they can without touching their feet to the ground. Demonstrate "soaring like an eagle" with legs outstretched on this section.
- ***Intersections:*** When you see a stop sign, slow down, and brake to stop. Put your feet down to stop completely.
- Look left, look right, look left again for other riders coming through the intersection. If someone is already coming through the intersection, wait for them to pass.

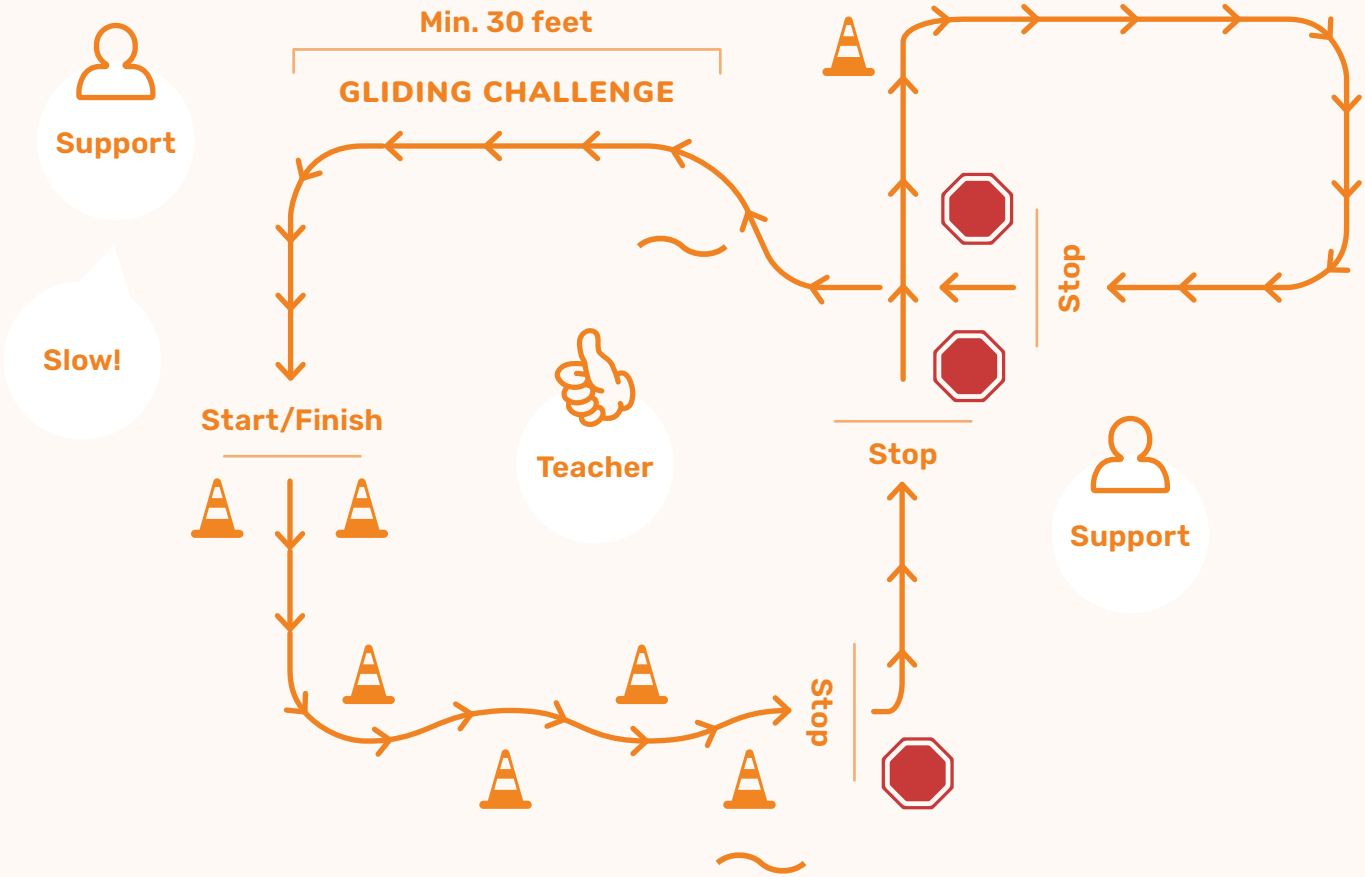
ACTIVITY

- Line up students at the start and allow one or more students to begin. Remind students to maintain ghost rider spacing.
- Students continue flowing through the course.

TIPS

- Include a long, straight "Gliding Challenge" area in the course.
- When riders can glide 30 feet without touching feet to the ground, they are ready to transition to pedaling.
- Mark 10' increments along the straightaway and celebrate reaching each mark.
- Rearrange the course and repeat for multiple class days. As rider skills improve, you can enlarge the course or add complexity.

**Look left,
look right,
look left again!**



OBSTACLE COURSE SETUP

LESSON 7 GLIDING TO PEDALING

MATERIALS

- Bikes and helmets for all students
- Instructor tool kit
- Cones, poly spots and sidewalk chalk for marking course
  - » ***Optional:*** Laptop and projector for displaying graphics

TIME

- 30 minutes

LOCATION

- Gym or blacktop (preferred)

PREPARATION

- Have bikes & helmets organized by group or size, ready to redistribute.
- Enlist volunteers to install pedals before class.
- Setup a course with a start and finish line, as in lessons 3 and 5. If practicing outside, a slight downhill will help students get started in pedaling.

DEMONSTRATE:

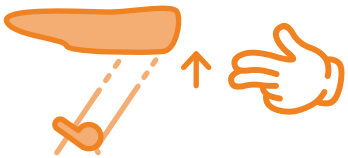
- Point out the addition of pedals. Lift the rear wheel off the ground a little and show students how rotating the pedals/cranks forward propels the rear wheel. Note that pedaling backwards does not power the bike, and if the kickstand is down, it will get in the way of pedaling.
- Get started by walking/rowing. When you're gliding, try to get your feet on the pedals without looking at your feet. Continue pedaling!

ACTIVITY

- Line up students at the starting line. Have them row/walk to get started, then practice getting feet on the pedals.
- Pedal toward the finish line. Remind students to keep their eyes up and their hands ready to brake.
- Return to the starting line and repeat for more practice.

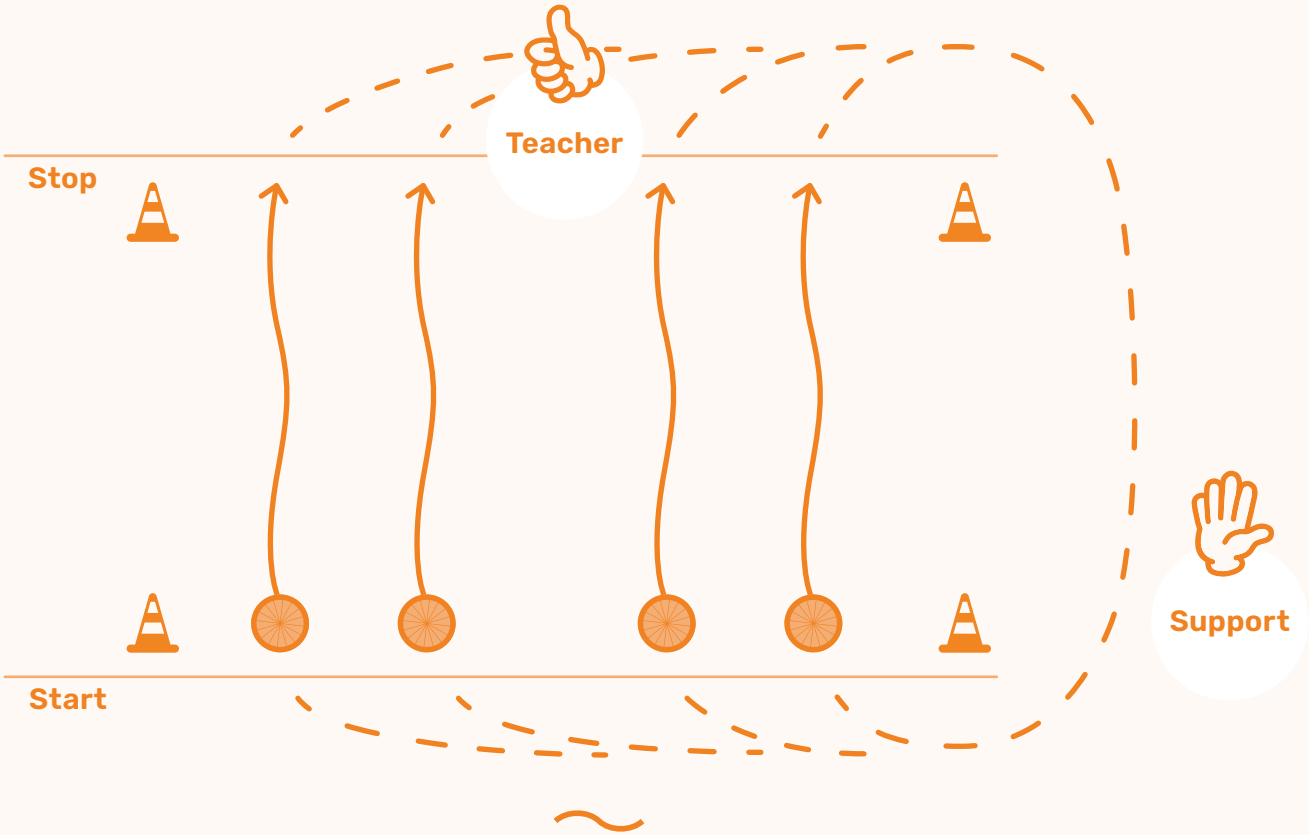
TIPS

- Depending on how quickly the group adjusts to pedaling, you can play games practiced in earlier lessons (Red Light/Green Light, Follow the Leader).
- In transitioning from balancing, students will need to raise their seats slightly (about 0.5-1 inch) to make pedaling more comfortable. Budget extra time and adult help at the start of class for students to find a new comfortable seat height.



Raise seat height

It should be 1-2 finger widths taller than the balancing position.



DRILL SET UP | GLIDING TO PEDALING

LESSON 8

PEDALING CHALLENGES

MATERIALS

- Bikes and helmets for all students
- Instructor tool kit
- Cones, poly spots and sidewalk chalk for marking course
- Cone-topper stop signs
  - ***Optional:*** stickers or other incentives for reaching goals

TIME

- 30-45 minutes

LOCATION

- Gym or blacktop (preferred)

PREPARATION

- Setup course using cones, poly spots and chalk line to follow. Be sure to include at least one stop sign, several turns, and an incline.

DEMONSTRATE:

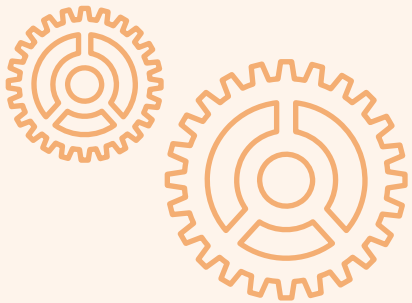
- ***Review turning skills:*** Slow down, lean your body, look where you want to go.
- Pause pedaling when you approach the turn, start pedaling as you come out of the turn.
- ***Review intersection safety:*** Stop, look left, right, left again.

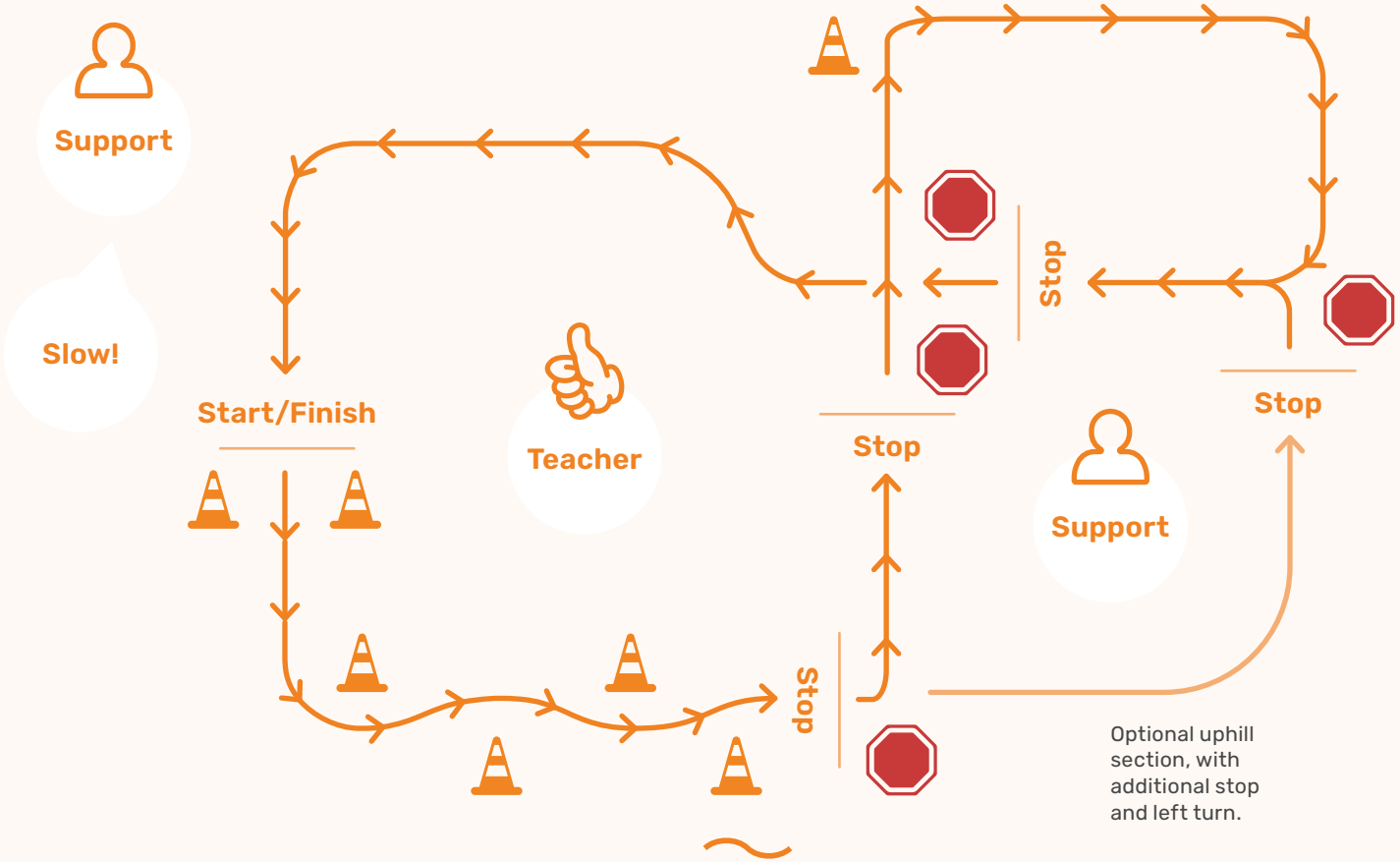
ACTIVITY

- Line up students at the start and allow one or more riders to begin. Remind students to maintain ghost rider spacing.
- Students continue flowing through the course.

TIPS

- If needed, create ability groups and setup a practice area for students who are still working toward pedaling confidently.
- Providing variations will allow students to practice their skills without becoming frustrated. Add splits to this course where students may choose to take a more or less challenging route—inclines and obstacles can be added or removed.





COURSE SETUP | PEDALING CHALLENGE

Oregon Department of Transportation

Safe Routes to School

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Jump Start

Oregon Walk and Roll Training