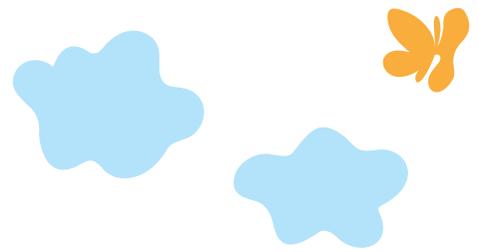


# BIKE RODEO

## Program Guide



### Background

A Bicycle Rodeo is typically an after-school event focused on encouraging students to have fun while practicing bicycle skills and safety. The event can be more skills- and lesson-structured or host activities using a free-form field day model.

Skills emphasized during bike rodeos include bicycle handling along the spectrum of experience and traffic safety skills.

Parents are encouraged to attend to partake in the fun, get connected with resources on bicycle safety, and learn with their student.

### Implementation

**IDENTIFY ONE PARENT VOLUNTEER** (you or someone else) who will lead the bike rodeo preparation and event from start to finish.

**FIND OTHER PARENT OR SCHOOL CHAMPIONS** at least four to six weeks in advance of the event(s) that can work as a core team for running the bike rodeo event; include at least one school staff member, ideally a physical education or health teacher, if feasible.

**MEET WITH THE SCHOOL PRINCIPAL, STAFF, AND PTA** to share your idea, get input, and gain support. Coordinate with others implementing any other Bike to School activities throughout the month.

**DISCUSS WITH SCHOOL STAFF** and the PTA how the event can be inclusive to students without bicycles and students who may bus directly to after school care from school.



## COORDINATE WITH SCHOOL STAFF

and the PTA to determine where and when the event can take place.

★ **WHERE:** Consider the amount of space needed to gather students with bikes, line up for any obstacle course, receive prizes or incentives, and offer additional room for students without bikes or who wish to engage in other after-school activities within sight line of parents.

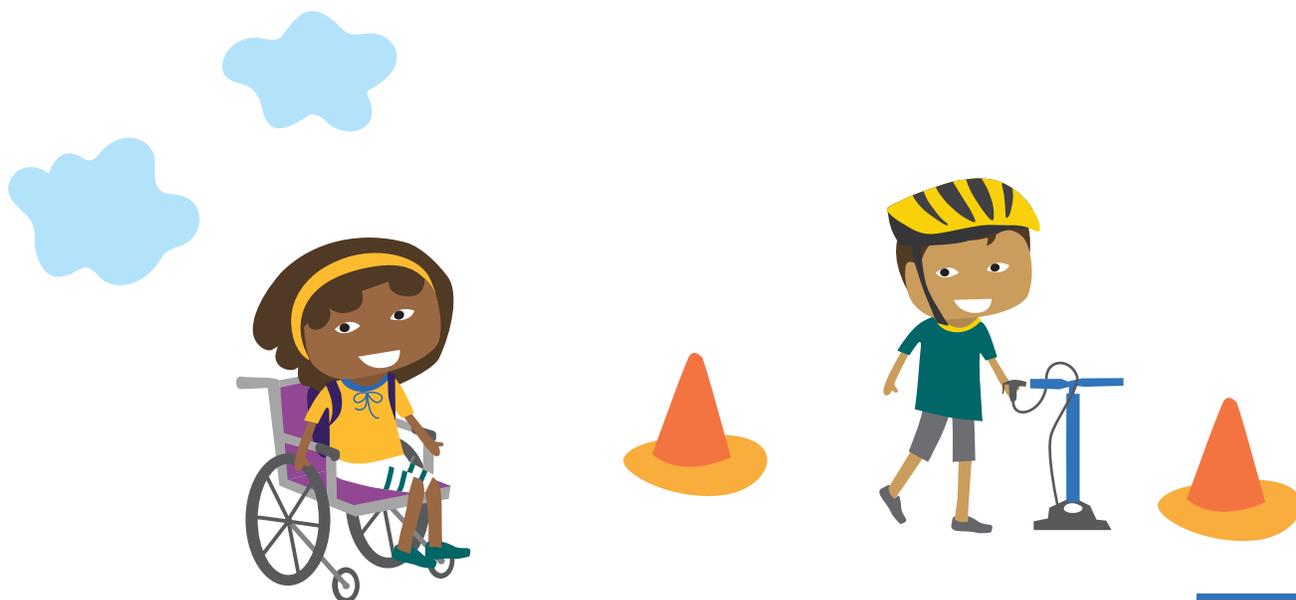
★ **WHEN:** Will the bike rodeo occur one day or over several days? Coordinate with school staff and the PTA to reserve the date(s) on the school and/or PTA calendar. One to two hours should be plenty for a bike rodeo.

## GET THE WORD OUT:

★ **CONNECT WITH SCHOOL STAFF** to let them know of the upcoming event and invite them to participate in the event.

★ **COORDINATE WITH THE SCHOOL AND PTA** to include a blurb in school “backpack mail,” social media, school or PTA newsletters, and websites. Consider translating the communications to common languages spoken at your school to promote inclusivity.

★ **GET STUDENTS’ ATTENTION** through posting hallway posters and making announcements at assemblies, lunches, or over the intercom.



## Event Materials

Ask the physical education department for permission to borrow small and large cones, chalk (white and green), half-cut tennis balls, mock stop signs or other materials for the obstacle course. Other items could include a bicycle pump and bike maintenance tools.

Order and obtain popsicles and/or other incentive items. Consider connecting with your school, PTA, city's Public Works department, and/or local organizations for donations.

Obtain one or two folding tables for handing out incentives and other purposes. Consider having chairs and/or a tent for shade for individuals to sit who may not be able to stand for long periods of time.

Print rodeo permission slips/waivers, if necessary, to protect the hosting group from liability.

Set up a schedule and coordinate with participating event staff and parents on when, where, and how to set up the course and tables, and assign roles for during the event. Provide training for volunteer staff and parents, if needed.

## Day of the Event

**STATION 1:** Helmet fit, ABC Quick Check and hand signals

**STATION 2:** Traffic Safety Obstacle course with drive ways, cross walks, roundabouts, and intersections (this station could be broken out into different stations – see Safety Course Instructions; modify basic to advanced based on age and skill level)

**STATION 3:** Popsicle station!

### TRACK AND EVALUATE STUDENT AND FAMILY PARTICIPATION:

- ★ How many **students** attended?
- ★ How many **parents** joined?
- ★ Assess how the event can be even **more inclusive** to other students the next time.

## Safety Course Instructions

**THE PURPOSE** of this safety course is to teach each other how to get around safely, whether walking, driving, or biking. The course works for people of all ages—kids and adults—and can be modified to include more advanced concepts and bicycle handling skills.

For some, the course will be a refresher. For others, it will be totally new information. Either way, keep it simple, fun, and enjoyable!

### Key Concepts

**CROSSWALK:** every intersection is a crosswalk!

- ★ **People driving and biking:** every intersection is a crosswalk, whether marked or unmarked
- ★ **People walking and biking:** look left, right, left, and over your shoulder—you have the right of way, but it's always best to make eye contact with driver
- ★ Whether you're walking, biking or driving, **pay attention** (don't be distracted)

**SIDEWALKS** are for people walking and people scooting, biking, or using other non-motorized rolling movements. Bicycles are allowed on sidewalks as long as you are yielding to people walking and riding safely and slowly.

**TRAFFIC CIRCLES** slow people down and improve safety on neighborhood streets. People driving and biking should not take the short-cut. Go around the long way so you can go slow and see others around you.

**PROTECTED BIKE LANES** are a simple concept: they are like sidewalks for bikes. They have different forms, but all share common elements—they provide space that is used for bicycles and are separated from motor vehicle travel lanes, parking lanes, and sidewalks.

### BIKE BOX:

- ★ **What is it?** It's a painted green space on the road with a white bicycle symbol inside. Some bike boxes have a green bike lane approaching the box. They improve safety and visibility for people biking, and for people driving.
- ★ **How do you use it?** People biking can go into the box when the light is red (they pull up ahead of cars). Drivers have to stop behind the bike box—this helps them see people on bikes better, and it gives the person biking a little bit of a head start and momentum.

Safety course instructions adapted from Cascade Bicycle Club's Bicycle Rodeo Kit and Seattle Department of Transportation's Vision Zero Traffic Safety Kit.

## Course Layout

**IMAGE A** shows the basic course layout. For a more advance layout, include a driveway (**IMAGE B**) and/or a four way intersection (two lanes, bidirectional, for each direction—**IMAGE C**).

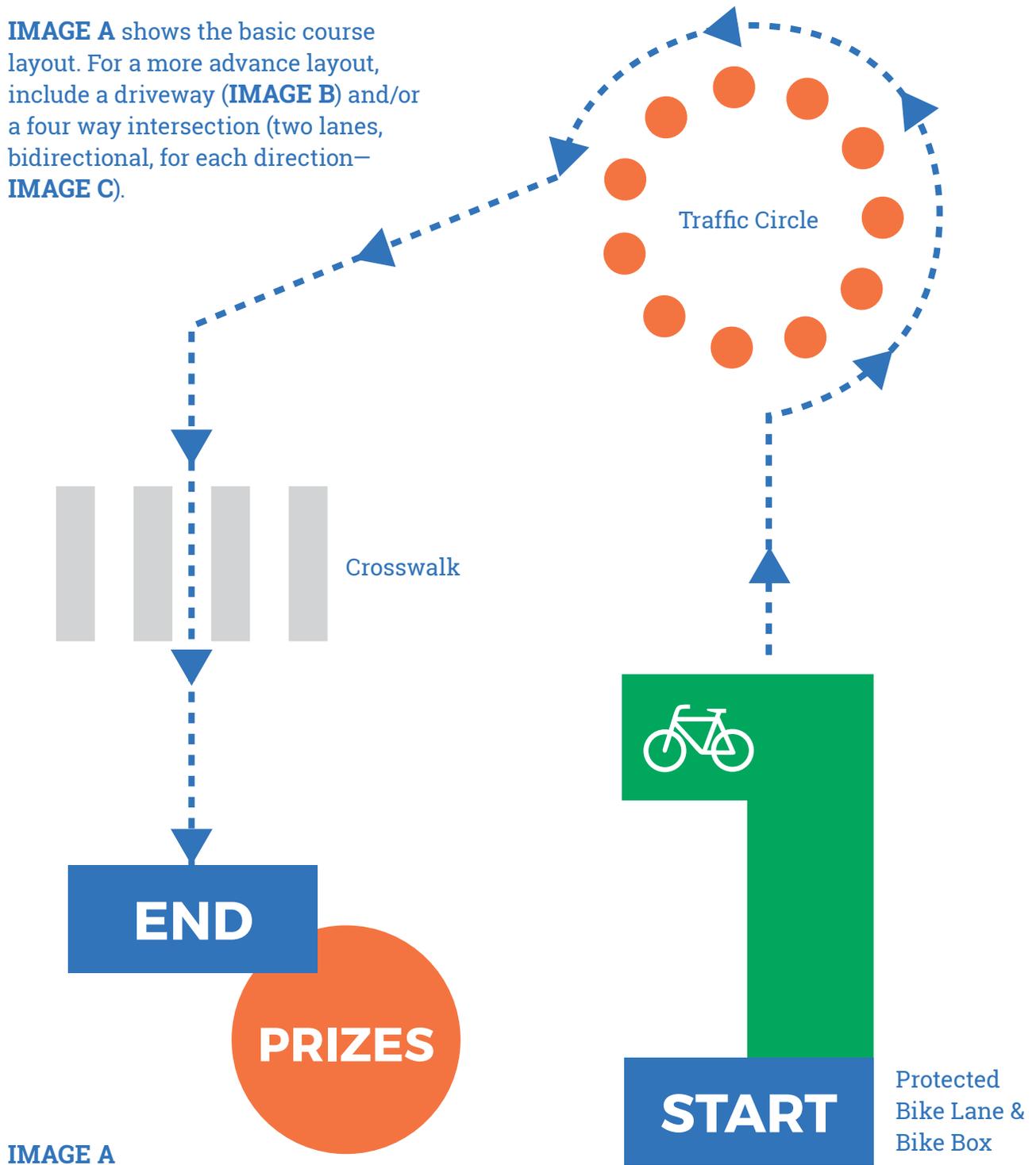


IMAGE A

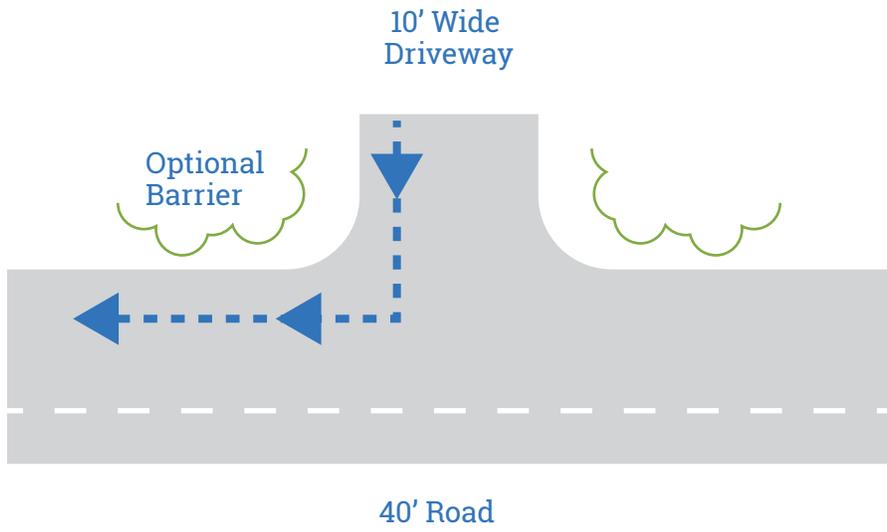


IMAGE B

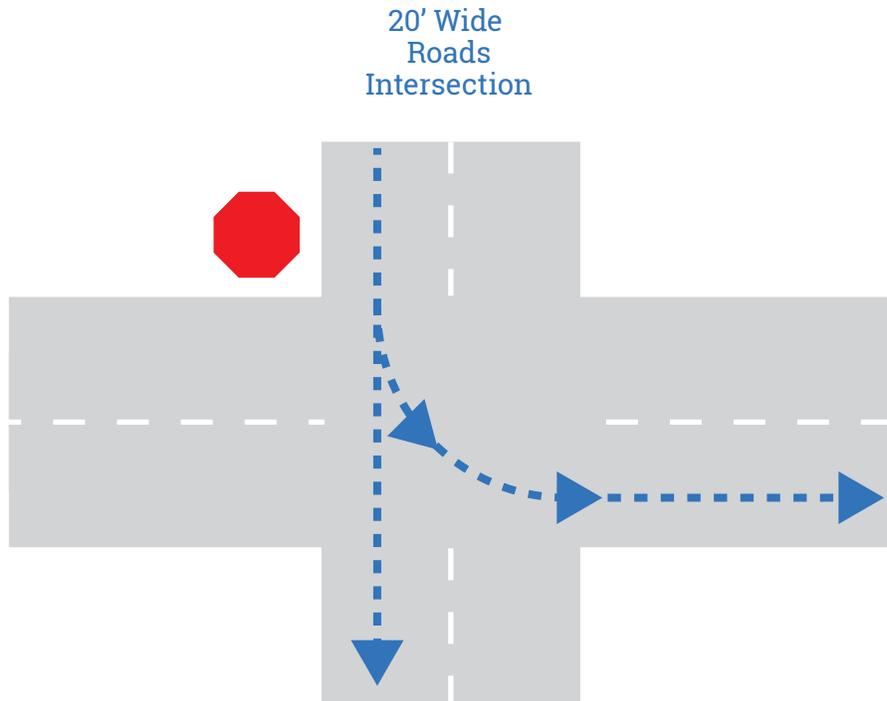


IMAGE C

## Station 1: Helmet Fit, ABC Quick Check and Hand Signals

**BACKGROUND:** It's the law to wear a bicycle helmet while riding a bicycle or similar adaptive equipment in King County. Helmets should be ANSI approved and replaced after 4 years or one major crash.

**SET UP:** 2 volunteers, 1 table, waiver forms if necessary. Optional: bicycle pump, hand tools, and/or maps.

### INSTRUCTIONS:

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#### Exercise 1.1 HELMET FIT

**EYES** should see the brim of the helmet when looking up, **EARS** should have buckles in a "Y" adjustment beneath the lobes and side straps should pull down when **MOUTH** is opened.

#### Exercise 1.2 ABC QUICK CHECK

Have students go through the ABC quick check with you, and do their adjustments, if acceptable.

**AIR:** squeeze the tires to make sure they aren't flat (add air if so).

**BRAKES** should activate when squeezed. Make sure the rider knows how to use their brakes and that there is at least .5 inches of clearance between their brake levers and handlebars.

**CHAINS & CRANKS:** check that the chain is not rusted and runs smoothly, cranks should not move laterally.

**QUICK Release:** quick release levers should be tight and secure.

**CHECK** for any loose bike parts.

## Station 2: Run the Course

**THE COURSE LEAD** can assign participants (parents, students, staff) alternating roles—acting like a person driving, biking or walking. Since this is a bicycle rodeo, encourage parents and staff to take on a driving or walking role and have them participate in that role for several students' turns. These individuals should be placed behind the bike box or backing out of a driveway (driver) and at the crosswalk(s) (pedestrian).

**UP FRONT:** Ask students what rules they need to follow for this course. If they don't know, it's okay – explain traffic safety rules for bike boxes, traffic circles, and crosswalks/intersections. Do a demo for the students and make it interactive, asking the students what it is, enacting good or poor traffic safety behavior and confirming with students which is correct.



**HAVE PARENTS** stationed along the obstacle course to instruct or correct students to ensure proper traffic safety.

**AT THE CROSSWALK,** consider having the after school safety patrol demonstrate their skills. Reinforce to all students that every intersection is a crosswalk whether it is marked (with stripes) or not.



## Station 3: Prizes

Ask the students what they learned, what they liked most, and provide their prize (popsicles, etc.).