

MINNESOTA

WALK! BIKE! FUN!

AT HOME

BIKE FUN!

Student and Parent/Caregiver Guide

Grades: 4th - 8th



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To Parent/Caregiver:

Let's have some fun with Bike Fun! The activities assigned will help teach you about how to bike safely in your neighborhood or community. Your child will be asked to complete a variety of activities on paper or with technology, like your computer, Chromebook, iPad, or phone. There will be some videos to watch, drawings to make, pictures to take, walking to do and worksheets to complete.

BikeMN recommends children under age 10 ride on sidewalks and under the leadership of an adult. Extra caution should be used at driveways and intersections. *More information found here.*




<http://www.bikemn.org/education/minnesota-bicycling-handbook/dangers-of-sidewalk-riding>

To Student:




Let's have some fun with Bike Fun! The activities assigned will help teach you about how to bike safely in your neighborhood or community. You will be asked to complete a variety of activities on paper or with technology, like your computer, Chromebook, iPad, or phone. There will be some videos to watch, drawings to make, pictures to take, walking to do and worksheets to complete. Follow the instructions carefully with each activity and don't forget to ask your parent/caregiver or teacher for help. Have fun with Bike Fun!

BIKE FUN! CHECKLIST





LESSON 1

-  WROTE SENTENCES ABOUT WHY BIKING IS HEALTHY
-  WROTE SENTENCES EXPLAINING RULES OF THE ROAD
-  WATCHED BIKE SAFE, BIKE SMART VIDEO




LESSON 2

-  WATCHED TWO VIDEOS
-  EXPLAINED HOW TO SAFELY WEAR A HELMET
-  WROTE 3 WAYS TO CHECK PROPER HELMET FIT





LESSON 3

-  COMPLETED THE BIKE ANATOMY ACTIVITY
-  WATCHED THE “ABC QUICK CHECK” VIDEO
-  DESCRIBED WHAT ABC QUICK CHECK MEANS
-  RECORDED A VIDEO DOING ABC QUICK CHECK OR ILLUSTRATED ABC QUICK CHECK






LESSON 4

-  LISTED 5 THINGS THAT CAN CAUSE A FLAT TIRE
-  WATCHED THE “HOW TO FIX A FLAT” VIDEO
-  NAMED 5 PARTS USED TO FIX A FLAT TIRE





LESSON 5

-  WATCHED THE STARTING AND STOPPING VIDEO
-  DEMONSTRATED POWER PEDAL AND RECORDED A VIDEO OR EXPLAINED IT TO MY FAMILY
-  EXPLAINED DIFFERENCES OF THE LEFT AND RIGHT BRAKE TO BRAKE
-  DEMONSTRATED HOW TO USE BRAKES (OPTIONAL)

LESSON 6

-  COMPLETED TRAFFIC SIGNS ACTIVITY
-  ANSWERED QUESTIONS ABOUT SIGNALING
-  EXPLAINED WHY ITS IMPORTANT TO RIDE WITH ONE HAND
-  PRACTICED DOING TURN SIGNALS
-  PRACTICED SCANNING

LESSON 7

-  WATCHED THE VIDEOS
-  WROTE 5 THINGS I LEARNED ABOUT TRAFFIC LAW
-  RODE FOR 5 DAYS AND JOURNALED EACH DAY
-  COMPLETED THE FEEDBACK FORM

Connect on Social Media

Connect with others who are doing Walk! Bike! Fun! At Home by joining our private [WBF at Home Facebook Group](#) or sharing publicly with: **#WalkBikeFun**



Lesson 1: Bicycle Ridership And Safety

Kids who learn biking as transportation and bike safety skills at an early age are more likely to grow up and become safe bicyclists who enjoy the benefits of bicycling. Learning these skills leads to healthy practices that will help you to be safer and more predictable as you walk, bike and potentially drive.

Instructions:

1. Write 3-5 sentences explaining why riding a bike is healthy.

2. Watch the “Bike Safe, Bike Smart” (9 minutes) video:

https://www.youtube.com/watch?v=uBGW8j__Jsg

WATCH NOW



3. Write 3-5 sentences explaining new ideas you learned from the video about following the rules of the road when bicycling.

Lesson 2: Protect Your Melon

Your brain is the computer of your body. If a computer or cell phone is damaged, it won't work right. Same for your brain. It is important to wear a helmet because it keeps your brain safe and working right if you crash or fall and hit your head.

Helmets protect your head from the impact of crashes, but it is essential to put them on properly. Helmets must be snug, cover your forehead, and in the correct position. It is not okay to wear the helmet to the back or top of your head (see right); protecting the front of your head is very important.



During crashes, bicyclists generally fall forward and hit the front of their head. Properly strapping and fastening your helmet is essential for a safe fit. The following activities explain a simple and effective way to make sure helmets are properly fit and worn.

Instructions:

1. Watch the video "Ride Safe, Ride Smart" (9 minutes)

https://www.youtube.com/watch?t=&v=PkVeKrk-WOE&feature=emb_logo

WATCH NOW



2. Watch the video "How-to-Video: the Bike Helmet Fit Test" (1 minute)

<https://www.youtube.com/watch?v=0X5kTleXgDQ>

WATCH NOW



3. Read the instructions on helmet fit on page 5.



Lesson 2: Protect Your Melon (continued)

PROTECT YOUR MELON:

Always Wear a Helmet!

Helmet Position Your helmet should sit level on your head and low on your forehead – one or two finger widths above your eyebrows.

Side Straps Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.

Final Fit Does your helmet fit right? Open your mouth wide . . . **big yawn!** The helmet should pull down on the head.



EYES



EARS



MOUTH

Instructions:

If you have a bike helmet available, follow the instructions from the videos and properly fit a helmet to your head. After your helmet is on, take a picture of your properly fit helmet OR make a 1 minute video of putting your helmet on for a safe fit. Show your picture to somebody in your family, share it on social media with #walkbikefun or share with a friend.

If you don't have a helmet available, make a 1 minute video explaining how you should wear a helmet for proper fit and safety.

4. Write down 3 important and easy steps to making sure your helmet fits your head properly.

1.

2.

3.

HELMET FIT: STEP-BY-STEP GUIDE FOR PARENTS/CAREGIVERS

It's not enough to simply buy a bicycle helmet. It should be properly fitted, adjusted, and worn each time you ride.

THE PROPER HELMET FIT

Helmets come in various sizes, just like hats. Size can vary between manufacturers. For the most comprehensive list of helmet sizes according to manufacturers, go to the Bicycle Helmet Safety Institute (BHSI) site: www.bhsi.org.

To select and properly fit a bicycle helmet, follow the helmet fitting instructions in this flyer.

It may take some time to ensure a proper fit. It is easier if you have someone help you adjust the straps.

STEP 1 – SIZE

Measure your head for approximate size. Try the helmet on to ensure it fits snugly. While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side. Sizing pads come with new helmets; use the pads to securely fit to your head. Mix or match the sizing pads for the greatest comfort. In your child's helmet, remove the padding when your child's head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.

STEP 2 – POSITION

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.



STEP 3 – BUCKLES

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.

STEP 4 – SIDE STRAPS

Adjust the slider on both straps to form a "V" shape under, and slightly in front of, the ears. Lock the slider if possible.



STEP 5 – CHIN STRAP

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.

STEP 6 – FINAL FITTING

- Does your helmet fit right? Open your mouth wide . . . big yawn! The helmet should pull down on the head. If not, refer back to Step 5 and tighten the chin strap.
- Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
- Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap and test again.
- Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.



BIKE FUN! AT HOME

HELMET FIT: ADDITIONAL INFO FOR PARENTS/CAREGIVERS

A Bicycle helmet can protect your head and brain ONLY if you wear it each time you ride!

HELMET LAWS

Although helmets are not required by law in MN, we recommend that anyone riding a bicycle should use one to protect their head in case of a crash.

HELMET CERTIFICATION

Buy a new helmet that has been tested and meets the uniform safety standard issued by the U.S. Consumer Product Safety Commission (CPSC); use an old helmet only if it has a seal from one or more of the voluntary bicycle helmet standards, such as ASTM, Snell, or ANSI. Look for the certification seal labeled on the helmet.

For more information on bicycle safety, visit the National Highway Traffic Safety Administration (NHTSA) Web site at www.nhtsa.dot.gov.

MODEL SAFE BEHAVIOR

Everyone—adult and child—should wear bicycle helmets each time they ride. Helmets are the single most effective way to prevent head injuries resulting from bicycle crashes. Wearing a helmet each ride can encourage the same smart behavior in others.

HELMET GUIDELINES

WHEN TO REPLACE A HELMET.

Replace any helmet that has been involved in a crash or is damaged. Never wear a helmet that has been involved in a crash. Bicycle helmets are designed to be crashed only once. If your helmet shows signs of having been crushed, cracked, or damaged in any way, the integrity of the helmet may have been compromised, and it needs replacing.

A crashed helmet may not show any visible signs of wear, but still be damaged internally enough that it won't protect your head. Scratches on the plastic coating might be okay, but if the plastic foam has any cracks, the helmet will not absorb an impact and your brain will not be protected. Also, the foam in helmets breaks down over time, mainly from heat and sun. Don't leave your helmet in a hot car or garage. Replace a helmet when it is more than two to five years old.

THE HELMET SHOULD FIT NOW.

Buy a helmet that fits your head now, not a helmet to "grow into."

Replace any helmet that has been outgrown.

THE HELMET SHOULD BE COMFORTABLE.

If it feels small, put in the thinner sizing pads or purchase a larger helmet. Ideally, select a helmet brand and size that fits well prior to any adjustments. If you buy a helmet that you find comfortable and attractive, you are more likely to wear it.

THE HELMET MUST COVER YOUR FOREHEAD.

THE CHIN STRAP MUST BE TIGHT AND PROPERLY ADJUSTED.

THE HELMET SHOULD NOT ROCK FORWARD OR BACKWARD ON YOUR HEAD.

If it does, see STEP 6 on page 6.

Lesson 3: Before You Go

Learning the parts of a bicycle will give students the ability to check if their bike is safe to ride and some basic knowledge to know when it needs to be fixed. The “ABC Quick Check” is a simple safety check that should be completed before each bike ride.

Instructions:

1. Complete the “Bike Anatomy” activity below and use the answer key on page 9 to guide you.

If you have a bike available to you, take your completed and corrected activity sheet to your bike and find the parts.

Fill in the box with the letter for the correct bicycle part.

FRAME

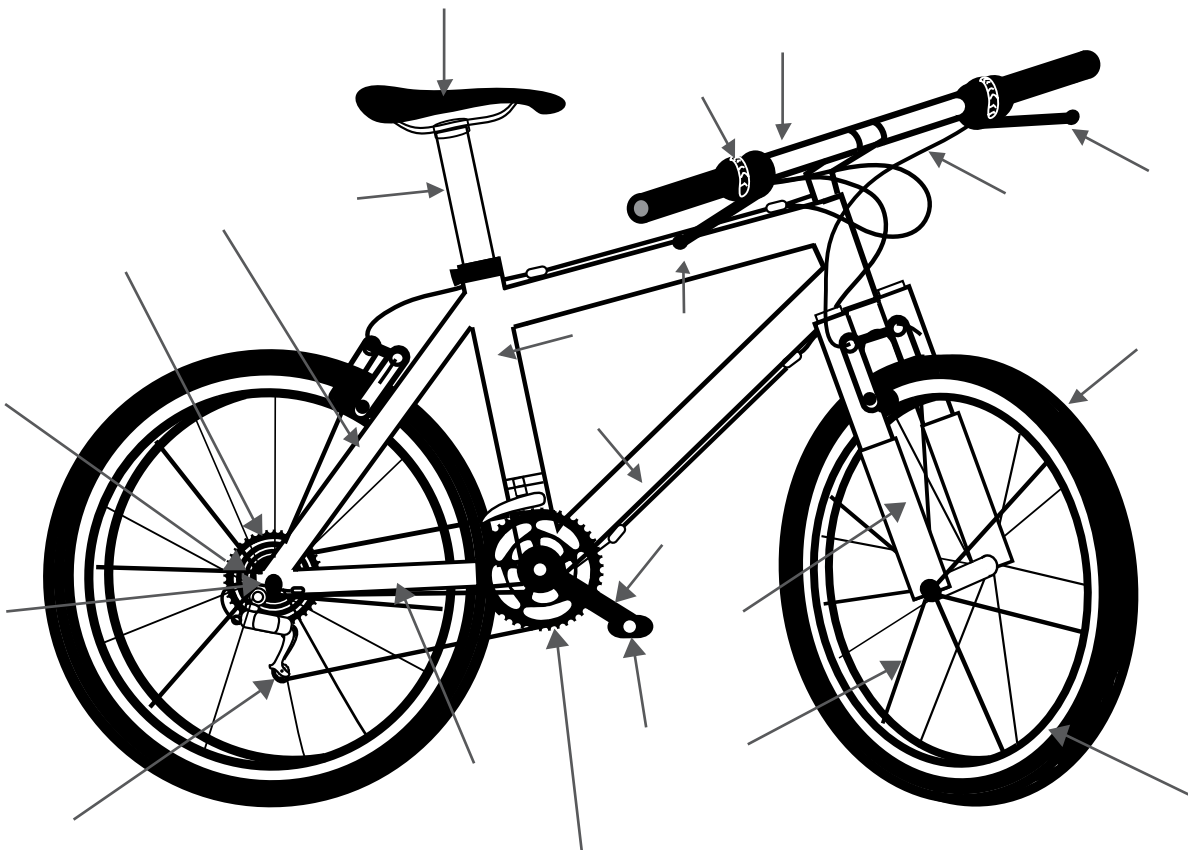
- A - top tube
- B - down tube
- C - seat tube
- D - front fork
- E - seat stays
- F - chain stays
- G - wheel dropouts

DRIVETRAIN

- H - pedal
- I - cranks
- J - rear hub
- K - chain ring
- L - rear derailleur
- M - cassette

OTHER COMPONENTS

- N - tire
- O - spokes
- P - rim
- Q - seat
- R - seat post
- S - handlebars
- T - brake cables
- U - brake levers
- V - shift levers



Bike Anatomy Answer Sheet

FRAME

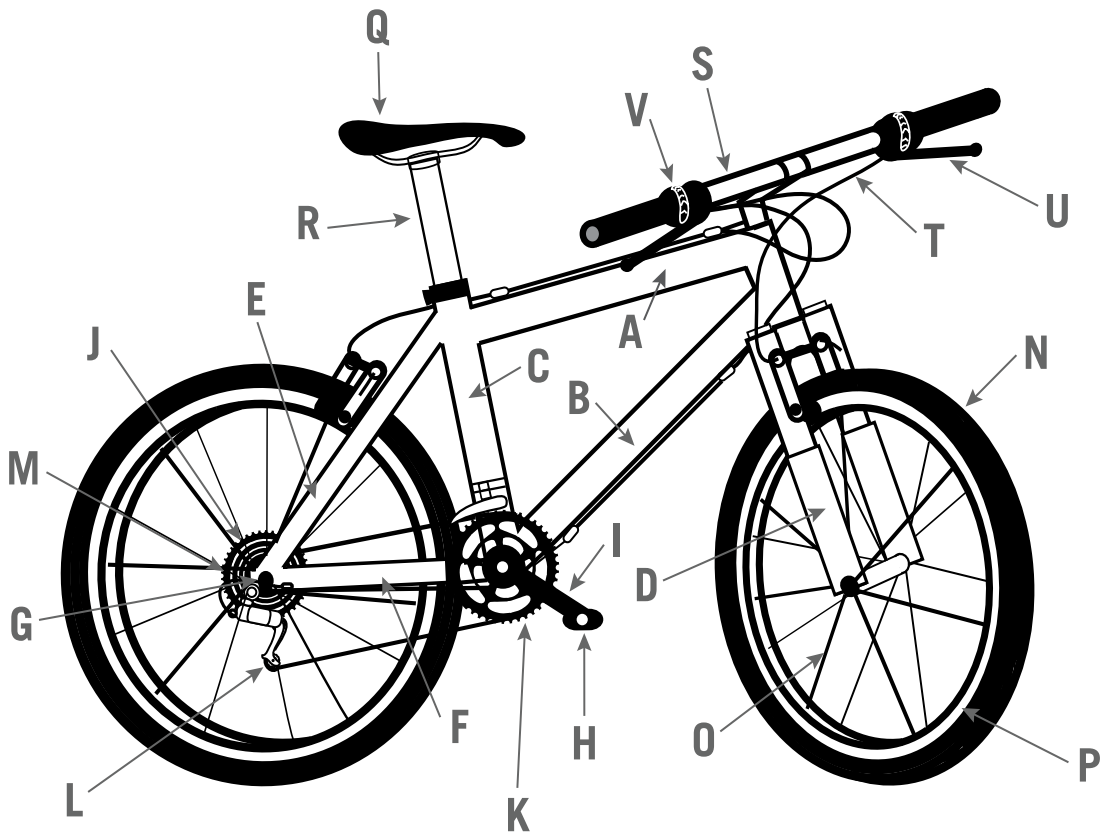
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Lesson 3: Before You Go (continued)

Instructions:

1. Watch the video “ABC Quick Check” (3:14 minutes)
<https://vimeo.com/64578975>

WATCH HERE



2. Explain what ABC Quick Check means using one sentence for each letter or word: A, B, C, Quick, Check below.

3. Provide a video of yourself describing the steps of the ABC Quick Check. Non-video option, make a “sign” or “poster” illustrating the ABC Quick Check.

A

B

C

QUICK

CHECK

Lesson 4: Changing a Flat

It is important to know how to fix a flat tire and what equipment is needed to change a flat. Few parts of a bicycle receive more abuse and neglect than the tires as they roll over hard surfaces along the ride. There is a lot of debris that is picked up during a bike ride. Getting a flat tire and not being able to fix it can ruin a ride but also, with younger kids, make a bike unrideable until parents/caregivers have time or get an expert to help. Bicycle tires should be properly inflated and maintained to optimize rider safety, comfort, and peace of mind.

Instructions:

1. Write a list of 5 things that could cause a flat tire to your bike and list them in alphabetical order.

2. Watch the video “How to Fix a Flat” (6:12 minutes)

<https://www.youtube.com/watch?v=58STtUM-Wow> and review the sheet on page 12.

WATCH NOW

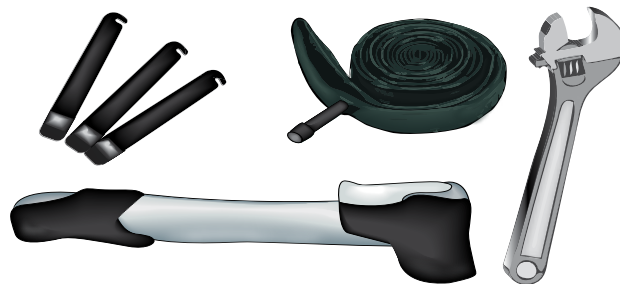


Tools needed to fix a flat:

- Spare tube
- Tire lever
- Pump or inflator
- Crescent wrench (if wheels are bolted on)
- Patch kit (not pictured)

Parents/caregivers, visit BikeMN’s website for more directions on fixing a flat:

<http://www.bikemn.org/education/minnesota-bicycling-handbook/fixing-a-flat>



Lesson 4: Changing a Flat (continued)

1 REMOVE WHEEL

- Rear: set bike upside down on handlebars and seat before opening hub quick release.
- Rear: shift into smallest gear in rear, undo brake then hub quick release; remove.
- Front: undo brake then wheel quick release and remove.

2 DEFLATE TIRE

- Remove remaining air by depressing valve.
- Schrader is a larger, spring-loaded valve and must be depressed; car style valve.
- Presta is an all metal, air sprung, narrow valve. Unscrew then press.

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, multiple tire levers are needed; be careful when using metal levers.
- Many mountain and hybrid bike 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 position relative to each other to aid in finding puncture.
- Inspect tube for holes; mark with chalk for patching or replace with a spare tube.

5 INSPECT INSIDE OF TIRE

- Feel inside of tire for cause of flat; use caution to prevent injuries to your finger.
- Remove thorn, glass, staple, nail, or whatever caused your flat.
- Inspect tire for damage caused by flat.

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 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.
- 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 tire 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

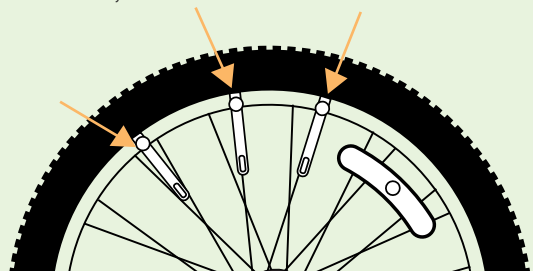
- Front: install wheel, tighten hub quick release, and attach brakes; make sure wheel is straight.
- Rear: install wheel by placing chain on top and bottom of small cog.
- Rear: push pulley closest to you forward; drop hub down into frame and tighten.

10 RIDE AWAY

- Check brake and hub quick releases; make sure tire does not rub brakes or frame.
- Check rear derailleur to make sure shifting is still smooth.
- If anything is wrong, the wheel is probably crooked; make sure wheels are in straight.

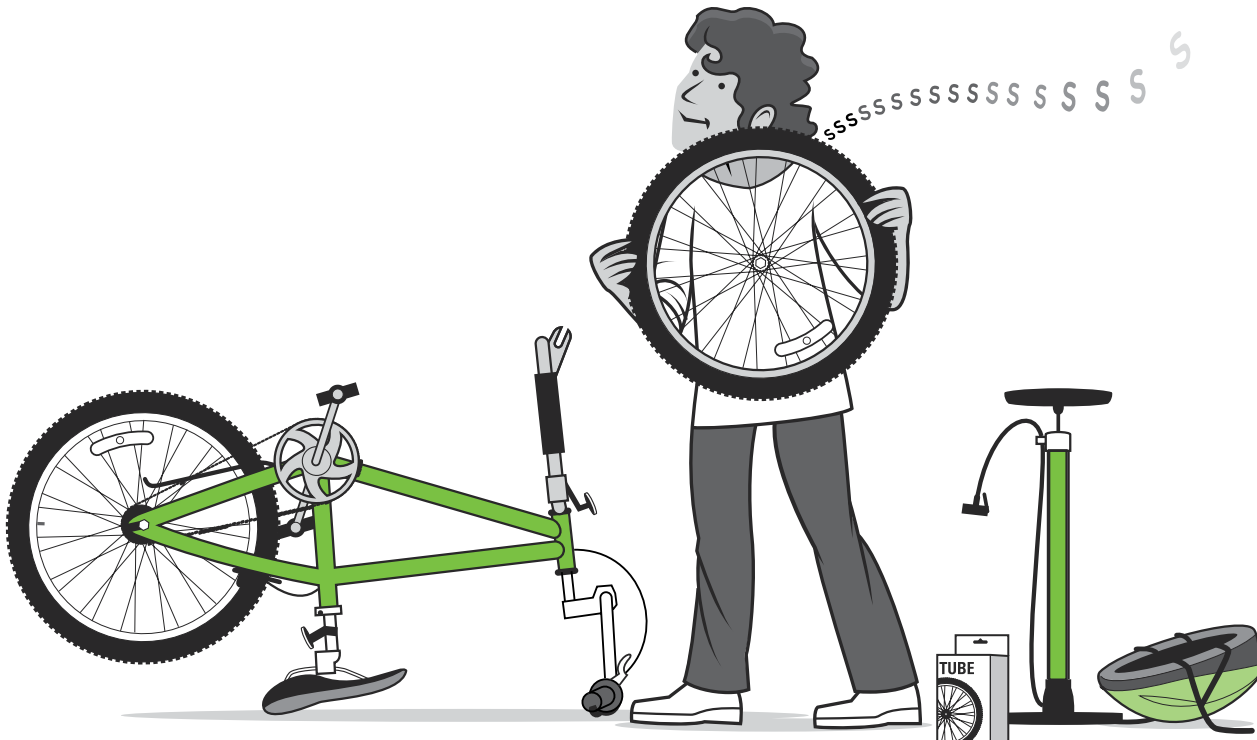
TIRE LEVERS

Tire levers are made to hook onto the spokes. Insert one lever and hook it on the spoke, insert the second one to the right of the first and, if you need a third, insert it to the left of the first lever.



Lesson 4: Changing a Flat (continued)

3. Name 5 pieces/parts handled in the process of fixing a flat tire.



Lesson 5: Getting Started and Getting Stopped

Sometimes getting rolling is the hardest part of riding a bike and being able to make a controlled stop may be one of the most important. The following activities teach the “power pedal position” that helps you begin pedaling quickly and efficiently. The “power pedal” is a “take-off” position that gets you off to a quick start. This lesson also teaches you how to use your brakes at the same time, softly and gradually - a controlled stop.

POWER PEDAL

Instructions:

1. Watch this video, “Starting and Stopping” (1:29 minutes)
<https://bikeleague.org/content/starting-and-stopping>

WATCH HERE



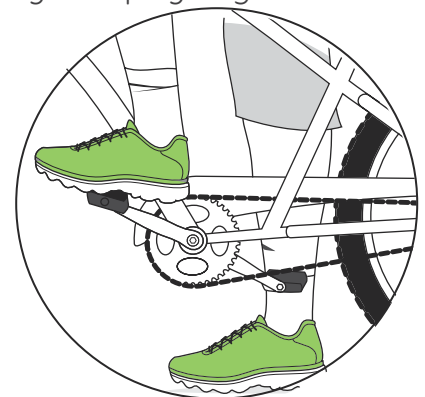
2. Read the following statement and through the steps below to position you and your bike in the power pedal position:

The power pedal position helps you start to pedal in the most powerful way by giving you the most leverage on your first push of the pedal.

STEPS TO POWER PEDAL POSITION:

- Straddle your bike (stand over your bike) and place both feet on the ground
- Backpedal slightly until the right pedal is at the two o’ clock position or the left pedal is at ten o’ clock. The two o’ clock pedal or the ten o’ clock pedal will be the power pedal. If your bike has coaster brakes, pedal forward to get into the power pedal position.
- Starting from this position allows us to push down on the pedal as we lift our body on the seat and move forward in a strong and powerful way.
- To get to this position, backpedal slightly until right pedal is at the two o’clock position or the left pedal is at ten o’clock. This will be the push-off pedal.
- Starting from this position allows us to push down on the pedal as we lift our body on to the seat and move forward.

3. Make a video of yourself explaining the power pedal position and why it helps you get from a complete stop to a strong start. Non-video option, explain the power pedal position to your family.

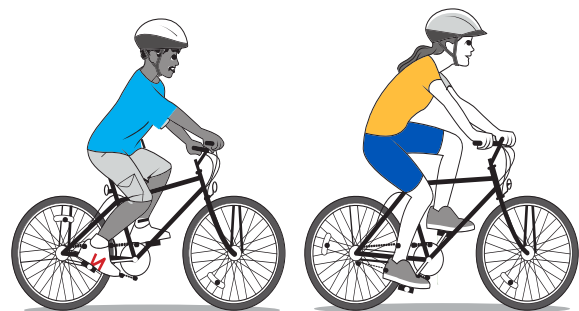


Lesson 5: Getting Started and Getting Stopped (continued)

BRAKING

Instructions:

1. After watching the “Starting and Stopping” video from page 14, read the following:
 - You should understand the important difference in how the rear and front brakes each stop your bike.
 - You will first learn to use the rear brake to accomplish a controlled stop. The rear brake allows for a much more gradual braking result. The right brake lever controls the rear brake and the rear wheel.
 - The left brake lever stops the front wheel. But when used by itself and when great pressure is used, the bike rider could stop too suddenly and possibly fall over the handlebars of the bike.
 - The safest way to stop your bike is by using both brakes at the same time, softly and gradually.
2. Teach an adult in your family about the brakes on a bike. *If possible*, use a bike to demonstrate the brakes.
 - First, ask them if they know which brake lever stops the rear wheel. They should answer, “It’s the right brake.”
 - Tell them how the right brake stops the rear wheel. Squeeze the right brake lever and try to move backwards. The bike should not roll back and the front wheel might lift off of the ground.
 - Then ask them if they know which brake lever stops the front wheel. They should answer, “The left brake.”
 - Now show them how the left brake stops the front wheel. Squeeze the left brake lever, and try to move it forward. The bike should not roll forward; if you continue to push the bike forward, the rear wheel might lift off of the ground.
 - Ask them if they know what could happen when you only use your left brake to stop your bike. They should answer, “You might fall over the front of your bike.”
 - Tell them, “The safest way to stop your bike is by using both brakes together, at the same time, evenly, softly and gradually.”



Follow your teacher’s instructions for submitting the activity and/or mark it completed on the Bike Fun! Checklist.

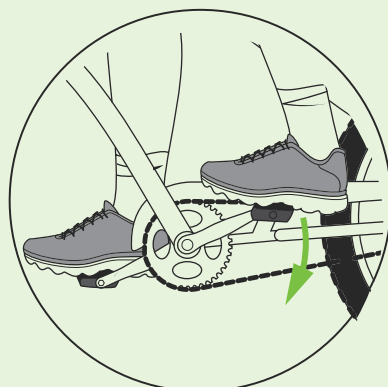
SIDEWALK RIDING: AVOIDING DANGER

While sidewalks can feel safer than riding in the street, there are many real dangers. People driving are looking in the road and not for sidewalk traffic moving at high speeds, such as bicyclists. They often don't see bicyclists there, especially at driveways and intersections. Sidewalks themselves pose dangers to bicyclists. Poor maintenance, uneven surfaces, gaps, and pedestrians make sidewalks difficult and dangerous for bicycles to navigate. Follow these tips to stay safe riding on a sidewalk while riding under the supervision of an adult.

- Yield to pedestrians and walk bikes in crowded areas.
- Call out “passing on your left” or ring your bell when approaching people on the sidewalk.
- Watch for inattentive car drivers; never assume they see you.
- Watch for people driving in and out of driveways or alleys.
- Ride on the sidewalk with traffic going the same direction as you. (Ride on the right.)
- Ride at walking speed. Stop and yield at intersections when a pedestrian would.

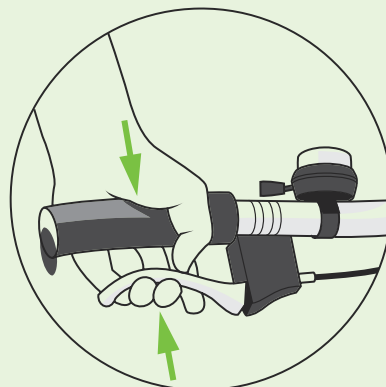
Lesson 5: Getting Started and Getting Stopped (continued)

Different bikes can have different types of brakes.



GETTING STOPPED

EXAMPLE OF COASTER/PEDAL BRAKE



GETTING STOPPED

HANDBRAKE

Instructions: (continued)

If you have a bike helmet and bike, have an adult in your family watch you do the following:

- Put on your helmet, go to your bike and do an “ABC Quick Check.”
- Use the Power Pedal position and ride your bike for the same length of a school gym (approximately 50-80 feet) on a sidewalk, paved trail or driveway or another space your parent/caregiver feels is safe.
- Ride towards your family member, then come to a controlled, slow stop in front of them by using both brakes together, at the same time, evenly, softly and gradually.
- Repeat this until you have done this correctly 3 times in a row.

Parents: use your discretion with the following bike activity in regards to your child's ability to safely complete these skills.

Follow your teacher's instructions for submitting the activity and/or mark it completed on the Bike Fun! Checklist.

Lesson 6: Drive My Bike Like a Car

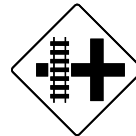
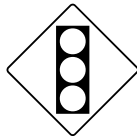
In order to ride safely on your own, you should be able to:

- Understand traffic signs and signals,
- Signal a turn, ride with one hand
- Look behind and to the sides for other traffic, also known as “scanning”

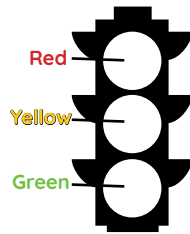
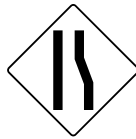
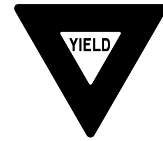
Each of these skills makes them much safer when riding on the road.

Instructions:

1. As best as you can for the next 5 minutes, write an explanation for as many of the traffic signs below and continued on page 18.

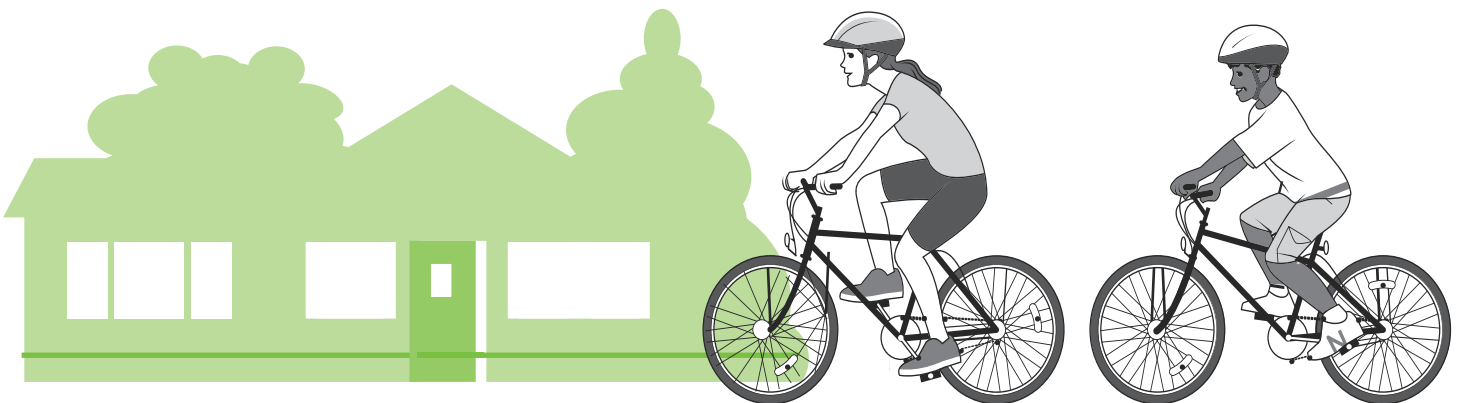


Lesson 6: Drive My Bike Like a Car (continued)



Instructions: (continued)

2. When 5 minutes is done, compare your answers to the answer sheet on page 19.
3. Correct your answers and fill in the answers for the ones left blank.



Follow your teacher's instructions for submitting the activity and/or mark it completed on the Bike Fun! Checklist.

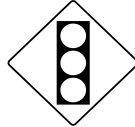
Traffic Signs Answer Sheet



Stop Sign



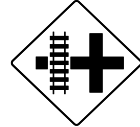
Stop Ahead Warning



Signal Ahead Warning



Children Playing Ahead Warning



Parallel Railroad Crossing Ahead Warning



Two Way Traffic Warning



Speed Limit



Slippery When Wet



Left Curve Ahead Warning



One Way Traffic Only



School Bus Stop Ahead Warning



No Turns Allowed



Left Lane Must Turn Left



Intersection Ahead



School Crossing Warning Ahead



Left Turn Only/Left Straight



No Right Turn Ahead



Do Not Enter



Detour



Restricted Lane Ahead



Pedestrian Crossing



Right Curve Ahead Warning



Bicycle Crossing Ahead Warning



Steep Grade Ahead Warning



Railroad Crossing



Soft Shoulder Warning



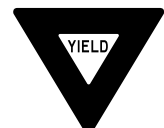
Wrong Way



Turn Right 30mph or Less



Turn Left 30mph or Less



Yield Sign



One Lane Bridge Ahead Warning



Right Lane Ends Traffic Must Merge



Red: STOP
 Yellow: Stop if you can
 Green: Go, but only if the intersection is clear

Lesson 6: Drive My Bike Like a Car (continued)

RIDING WITH ONE HAND

Instructions:

1. Read the following statements about safe bike handling skills.

Before riding to school, to a friend's house or around town, you first need to have safe bike handling skills, including the ability to:

- ride in a straight line,
- signal your turn to communicate riding direction,
- ride while scanning the situation ahead, behind, and to the side and,
- stop quickly using the bicycle's brakes without swerving.

Knowing how to ride your bike safely and following the rules of the road are equally as important as having sufficient bicycle handling skills.

Riding with one hand should be used when signaling your turn and looking behind you for traffic.

Parents: use your discretion with the following bike activity in regards to your child's ability to safely complete these skills.

2. If you have a helmet and a bike, an adult in your family help you do the following:

- Put on your helmet, go to your bike and do an "ABC Quick Check" if you are just starting this activity.
- Use the power pedal position, ride your bike on the right side approximately the same length of a school gym (approximately 50-80 feet) on a sidewalk, paved trail or driveway or another space your parent/caregiver feels is safe. If you are riding on the street, always ride on the right side.
- Ride with your right hand on the handlebar and your left hand on your hip.
- Concentrate on driving your bike in a straight line without weaving. This exercise is about riding in control.
- Look for a place to stop (could be marked with tape or chalk on the surface or any other feature on the ground) or an actual Stop Sign.
- As you approach the marked stop, place your left hand back on the handlebar and use both brakes to stop.
- Look all around you for traffic and safely turn around. Ride back with your left hand on the handlebar and your right hand on your hip.
- As you come home, slow down and signal a left turn then stop. Look to see if traffic is moving toward you, if so, stop and when safe, cross over.
- Practice 2 times back and forth with an adult in your family supervising and watching. or until you are able to do two times in a row with no swerving or wobbling.

3. If you don't have a bike, call a friend or family member and explain to them why its important to be able to ride with one hand.

Lesson 6: Drive My Bike Like a Car (continued)

SIGNALING YOUR TURN

Just like people driving cars signal their turn before turning, bicyclists should also signal their turn. Study the following pictures of a bicyclist using hand signals to designate which direction they will turn.



Stop



Left Hand Turn



Right Hand Turn

- When riding your bike and you are intending to turn left, extend your left arm and point left for a Left Hand Turn.
- When riding your bike and you are intending to turn right, extend your right arm and point right for a Right Hand Turn.

It's that easy and very important. It's the law! The exception is when you need both hands to control the bike, then you do not need to signal your turn. For example: when you are braking, when the surface condition is not smooth, when you're going down a steep hill, or anytime you feel you need both hands to safely control your bike.

Instructions:

1. Write your best answer for the following questions:

Do people driving cars have to communicate which direction they are going?

What might happen if they don't?

How do people driving cars communicate where they are going?

Lesson 6: Drive My Bike Like a Car (continued)

Parents: use your discretion with the following bike activity in regards to your child's ability to safely complete these skills.

SIGNALING**Instructions: (continued)**

2. If you have a bike helmet and bike, have an adult in your family supervise and watch you do the following:

- Put on your helmet, go to your bike and do an “ABC Quick Check.”
- Use the Power Pedal position and ride your bike approximately the same length of a school gym (approximately 50-80 feet) on a sidewalk, paved trail or driveway or another space your parent/caregiver feels is safe.
- Ride on the right side and after going as far as about the length of a gym, stop pedaling, signal a right turn then use both brakes and make a controlled stop.
- Look all around you for traffic, (if riding on the street, it will be necessary to cross to the other side and ride on the right side of the road) safely turn right if possible or turn yourself around and then ride back to where you started. As you return where you started, slow down and signal a left turn. Look to see if traffic is moving toward you, if so, stop and when safe, and complete a left turn.

If you do not have a bike, you could use a scooter, skateboard or rollerblades and go a distance of a school gym (approximately 50-80 feet) on a sidewalk, paved trail or driveway or another space your parent/caregiver feels is safe to demonstrate to an adult in your family the hand signals for a right and left turn.



Follow your teacher's instructions for submitting the activity and/or mark it completed on the Bike Fun! Checklist.

Lesson 6: Drive My Bike Like a Car (continued)

SCANNING

Scanning while riding means to look carefully for traffic beside and behind you in order to determine if it is safe to change position on the road, such as changing lanes or making a turn.

Instructions:

1. Have an adult in your family help you do the following with a bike, scooter, skateboard or rollerblades and don't forget your helmet if you have one:

- Put on your helmet, go to your bike and do an "ABC Quick Check" if you are just starting this activity.
- Use the Power Pedal position, ride your wheels the same length of a school gym (approximately 50-80 feet) on a sidewalk, paved trail or driveway or another space your parent/caregiver feels is safe. The space you use to ride your bike will now be referred to as the "lane."
- Have an adult in your family stand halfway down the "lane" facing away from you. After you ride past them, they should hold one, two or no arms in the air and yell, "Scan!"
- Ride past the adult with them on your left side, keeping your right hand on the handlebars, your left hand on your hip, while riding in a straight line.
- After you hear them yell, "Scan!" turn your body, not the handlebars to scan over your left shoulder.
- Look/scan behind you to see how many arms the adult is holding up. This is called "scanning" ("looking back").
- Shout out how many arms you saw in the air (e.g. "zero," "one," or "two") and continue riding down the lane.
- Continue to the end of the "lane." Then stop and return.
- As you are returning to the start, ride past the adult and have them repeat. This time look over your right shoulder to see how many arms they are holding up and yell "zero," "one," or "two".
- Practice until you are able to do two times in a row back and forth with no swerving or wobbling.

Lesson 7: Riding on the Road

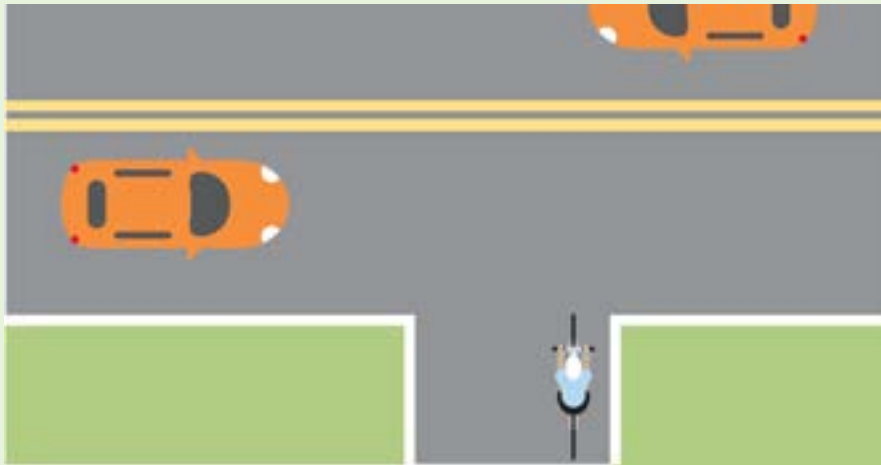
Everyone should drive a bike like a car by being predictable, riding on the right, making proper turns, and navigating intersections. Predictable, safe bicyclists communicate with other drivers by using appropriate positioning on the road and proper hand signals. Proper or appropriate lane positioning means driving your bike on the street in a way that communicates to others where you plan to go next.

First Come, First Served

Just like other vehicles, bikes have a right to space on the road. Other drivers must yield space to bikes that occupy a space first just as bicycles must yield space to motor vehicles that occupy space first. This rule applies both between intersections and at intersections. Like motor vehicles, bicyclists must also yield when changing lanes.

Yield to Crossing Traffic

Drivers on less important roads, including driveways and alleys, must yield to traffic on the roadway to be entered or crossed. Yielding means looking until you see that no traffic is so close as to be a danger. Before changing lanes, bikes must check to see that a space is clear. If it is not clear, a bicycle must yield to a car in that space before making the change.

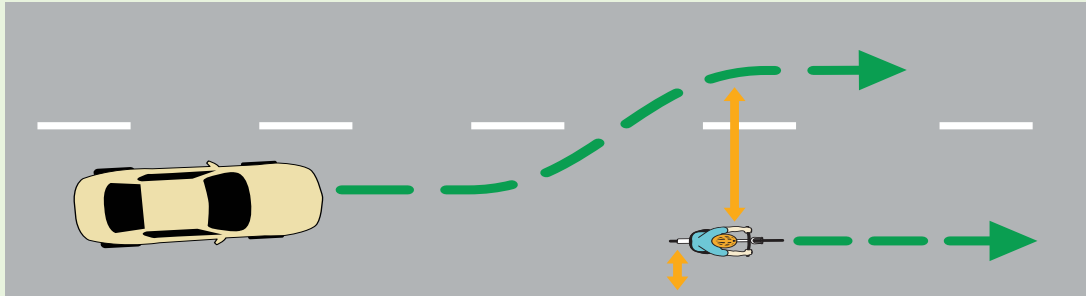


Parents, if you want to learn more, check out our handbook:
<https://www.bikemn.org/education/minnesota-bicycling-handbook>

Lesson 7: Riding on the Road (continued)

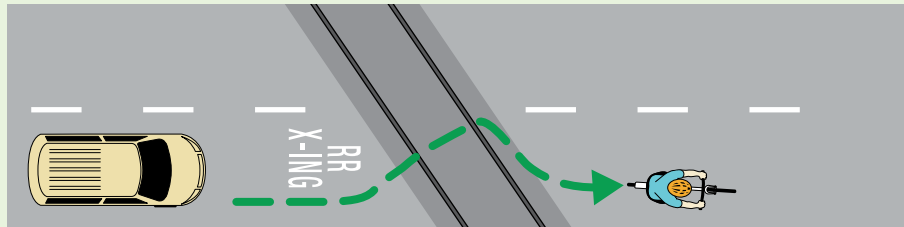
Lane Positioning to Avoid Hazards & “Squeezing”

Stay to the right, but don't hug the curb. By riding away from the curb in the right wheel track of vehicles, usually a minimum of 24 inches away from the road edge, you discourage drivers from “squeezing” you by passing too closely in the same travel lane.



Crossing Railroad Tracks

Many railroad tracks cross roads diagonally. To prevent catching a tire in the track, slow down and cross at a right angle. It's especially important to do this in wet weather conditions.



Instructions:

1. Watch the "Bicycle Safety Tips" (5 minutes) video with your family for review:

<https://www.youtube.com/watch?v=3l-SdTzuCQk>

WATCH HERE



2. Write 5 things you learned about traffic law from watching the video "Bike Safety Tips" and reading the information.

1

2

3

4

5

Lesson 7: Riding on the Road (continued)

Parents: use your discretion with the following bike activity in regards to your child's ability to safely complete these skills.

Instructions: (continued)

3. Ride for 5 days on a bike, scooter, skateboard or rollerblades for approximately 15 minutes each day and journal each day on the following pages.

Day 1

Today's date:	I rode with:	
I rode my bike on a: Trail Street Other (write below)	I rode minutes!	My favorite things I saw in nature today
	I saw other people on bikes!	
Did you have a destination in mind before going on your bike? Where did you go?		

BIKE FUN! AT HOME

Day 2

Today's date:

I rode with:

I rode my bike on a:

Trail

Street

Other (write below)

I rode

minutes!

I saw

other people on bikes!

My favorite things I saw in nature today

Did you have a destination in mind before going on your bike? Where did you go?

Day 3

Today's date:

I rode with:

I rode my bike on a:

Trail

Street

Other (write below)

I rode

minutes!

I saw

other people on bikes!

My favorite things I saw in nature today

Did you have a destination in mind before going on your bike? Where did you go?

BIKE FUN! AT HOME

Day 4

Today's date:

I rode with:

I rode my bike on a:

Trail

Street

Other (write below)

I rode

minutes!

I saw

other people on bikes!

My favorite things I saw in nature today

Did you have a destination in mind before going on your bike? Where did you go?

Day 5

Today's date:

I rode with:

I rode my bike on a:

Trail

Street

Other (write below)

I rode

minutes!

I saw

other people on bikes!

My favorite things I saw in nature today

Did you have a destination in mind before going on your bike? Where did you go?

Student and Parent/Caregiver Feedback Form

Please complete the [Student and Parent/Caregiver Feedback Form](#) after you have taught the Bike Fun! at Home lessons. The form should take about 5 minutes to complete and will help BikeMN identify aspects of the Guide that are working well and areas for improvement.