# BICYCLE SAFETY MODULES

(Grades 3-5)



Have Fun While Bicycling Safe! FEBRUARY 2009

### YOUTH BICYCLING

# MODULE 1: Making Sure Your Bicycle & Helmet are Safe



#### **OBJECTIVES:**

- ✓ Introduce fundamentals in bicycle maintenance
- ✓ Introduce fundamentals in bicycle helmet fitting and use
- ✓ Provide a safety checklist for bicycle and helmet use

#### **ACTIVITIES & MATERIALS:**

ACTIVITY #1: Warm -Up (5 min.)

Materials Needed: None

Handouts: None

ACTIVITY #2 - Bicycle Safety: Helmet Fit and Use (15 min.)

Materials Needed:

- ✓ Bicycle helmets in several sizes (small, medium, large).
- ✓ VCR, DVD player or personal laptop
- $\checkmark$  Video "How to Properly Fit a Bicycle Helmet" (May show on a large screen or TV)<sup>1</sup>

Handouts:

 $\checkmark$  Handout #1: How to Properly Fit a Bicycle Helmet (English or Spanish versions)<sup>2</sup>

### ACTIVITY #3 - Bicycle Safety: Bicycle Fit and Check (10 min.)

Materials needed:

- ✓ One bicycle with a gear shift (if possible)
- ✓ Tire pressure gage

Handouts:

- ✓ Handout# 2: Parts of the Bicycle
- ✓ Handout # 3: ABC Spin Check

# ACTIVITY # 4 - Bicycle Safety: Clothing and Personal Gear (10 min.)

Materials needed:

✓ Examples of retro-reflective materials

Handouts: None

<sup>&</sup>lt;sup>1</sup> Video can be downloaded from the National Highway Traffic Safety Administration website: <a href="http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.810acaee50c651189ca8e410dba046a0/">http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.810acaee50c651189ca8e410dba046a0/</a>

<sup>&</sup>lt;sup>2</sup> Download handout at: <a href="https://www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsWeb/index.htm">www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsSpan/index.htm</a> (Spanish)

# ACTIVITY #5: Debriefing (20 min.)

Materials needed:

- ✓ VCR, DVD player or personal laptop
- ✓ Video "Ride Smart It's Time to Start"<sup>3</sup>

#### Handouts:

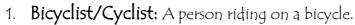
✓ Handout #4: Bicycle Safety Quiz 1

<sup>&</sup>lt;sup>3</sup> Video can be downloaded from the National Highway Traffic Safety Administration website: http://www.nhtsa.dot.gov/portal/site/nhtsa/template.MAXIMIZE/menuitem.810acaee50c651189ca8e410dba046a0/?javax.portlet.tpst=4670b93a0b08a006bc1d6b760008a0c\_ws\_MX&javax.portlet.prp\_4670b93a0b08a006bc1d6b760008a0c\_viewID=detail\_view&itemID=fce95b8a9a480010VgnVCM1000002c567798RCRD&overrideViewName=Article

#### **KEY WORDS/PHRASES:**



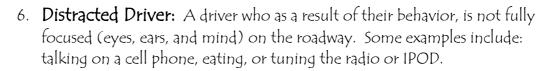




pedestrians, dress to be seen.

- 2. Accident versus Crash: While many would say these two words are the same, the word accident infers that it could not have been prevented. Many bicycle, pedestrian, and motor vehicle mishaps can be prevented. Prevention requires everyone to be know the rules of the road, apply safe behaviors or follow the rules of the road, watch out for the other guy

  (driving or walking defensively), and in the case of bicyclists and
  - 3. **Reflective:** Reflective materials are worn or placed on items to make a person or item easier to see, but it shows up only when a light source is shown directly on it, i.e. car headlights. Some examples of reflective gear include the round red plastic pieces called "reflectors" often found on the back of bicycles, beneath the seat, white plastic pieces, also called "reflectors: attached to the spokes on bicycle wheels, reflective tape, dots, and reflective shoe laces are often on the spokes of front and back wheels.
  - 4. **Retro-reflective:** Retro-reflective materials are put on road surfaces, road signs (e.g., traffic signs), vehicles, and clothing to make them easier to see, especially when it is dark. See examples in the image.
- 5. **Aggressive Driver:** A driver whose behavior puts other road users at risk for crashes or accidents. Examples include: speeding, changing lanes quickly, driving too closely to other road users, or other traffic violations as a vehicle on the roadway.



7. **Share the Road:** Signs and/or language that represents an alert to be cautious and watch for bicyclists. It is also meant to say that both motor vehicles and bicycles have a place (are allowed) on the road and should share the space with respect and with safety in mind.



8.

Rules of the Road: Traffic laws/regulations and common-sense riding behavior to increase the safety of bicyclists riding in the roadway. Some examples include: Riding in the same direction as traffic, following all signs and signals as motorized vehicles.

#### INTRODUCTION:

Begin by introducing yourself. Provide participants with a brief overview of what you will accomplish as a group today. Say a few words about why you think their safety should be important to everyone, and explain that this is the reason why they are here.

#### ACTIVITY #1: WARM-UP

Have a brief discussion about bicycle crashes (used rather than the word accident). Find out if any participants have had any personal experiences with bicycle crashes. Find out if the crashes or any related injuries resulted from bicycles in poor condition or in the bicyclist not wearing a helmet. Use the information you obtain, or provide a personal experience, to transition to each of the activities (2-4) below.

**Note:** Many children believe that they don't need a helmet because they have not or won't crash. Discuss:

- ✓ Reasons they may not wear a helmet
- ✓ Why wearing a helmet is a good choice i.e., avoiding serious brain injury
- ✓ How a serious injury might affect them and affect their family.
- ✓ Most common reasons bicyclists crash:

#### Motorists Behavior affecting crash with a bicyclist:

- $\Rightarrow$  Driver too close to cyclists (3 foot passing zone)
- $\Rightarrow$  Driver going too fast
- ⇒ Driver honks horn and frightens bicyclist
- $\Rightarrow$  Driver fails to see bicyclist
- ⇒ Driver under the influence of alcohol or drugs

### Bicyclists Behavior affecting crash:

- ⇒ Bicyclist goes too fast over a speed hump
- ⇒ Bicyclist hits a rock, pebble or other debris
- ⇒ Bicyclist lacks skill to ride in a straight line
- $\Rightarrow$  Bicyclist not wearing proper gear to increase their visibility
- ⇒ Bicyclist under the influence of alcohol or drugs

#### Other influences:

- ⇒ Dogs running after bicyclists
- ⇒ Kids jump into bicyclist's path
- ⇒ Faulty bicycle equipment
- $\Rightarrow$  Weather conditions (slippery)

What else: A very important behavior was left out that applies to both the motorists' behavior and the bicyclist's behavior.
See if anyone can figure it out?
The answer is that many motorists and bicyclists don't know and don't follow some of the rules of the road. The rules of the road will be discussed in subsequent modules.

## **ACTIVITY #2: HELMET CHECK**

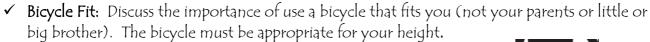


- ✓ Engage participants in a brief discussion of why it is important for all bicyclists to wear helmets, bring out these key points:
  - $\Rightarrow$  Most (3/4) of bicycle-related deaths result from head injuries.
  - ⇒ Wearing a bicycle helmet can reduce severe head injuries and possibly save your life if you are in a crash.
  - ⇒ Head injuries may involve the skull, or the brain, which can limit your ability to function (ex: walk, eat, talk, see, and breathe). This impacts relationships with friends and family.
- ✓ In order for a helmet to be effective to properly protect your head, the helmet has to:
  - ⇒ Be worn properly every time you ride. This means the helmet has to be the right size, positioned so it is level on the head, low on the forehead, buckled, and adjusted so the helmet doesn't move side to side. (see diagrams below)
  - ⇒ Meet the safety standards for bicycling. Look inside the helmet for a CPSC sticker (this means the helmet meets the safety standards set by the Consumer Products Safety Commission). The helmet should be a helmet for bicycling use.
  - ⇒ Not be damaged from a previous crash. Even small non-visible cracks in a helmet can prevent a helmet from protecting your head if you fall and hit your head. If the helmet has been in a crash, it should be replaced.
- ✓ Follow the step by step process as shown in the diagram above, and as described in Handout #1: Easy Steps to Properly Fit a Bicycle Helmet (English and/or Spanish Version). Provide copies of handout for take home.

For more information see the brochure "Easy Steps to Properly Fit a Bicycle Helmet" at the NHTSA website: <a href="https://www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsWeb/index.htm">www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsSpan/index.htm</a> (Spanish)

#### **ACTIVITY #3: BICYCLE FIT & CHECK**

- ✓ Roll out a bicycle in front of the group.
  - $\Rightarrow$  If the group is relatively small (10 or less), have the participants gather around you and the bicycle.
  - ⇒ If participants can bring bicycles, you can conduct this activity outdoors.
  - ⇒ Pass out Handout #2: Parts of the Bicycle

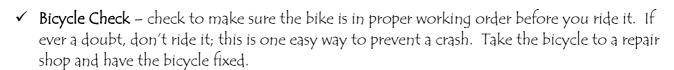


- ⇒ For boys, when standing over your bicycle (straddling) the bicycle, there should be about two inches between you and the bar.
- ⇒ When riding a mountain bike allow five inches of clearance to allow for more room to get off the bicycle on rough terrain.
- ⇒ For boys and girls, when you are on the bicycle with your feet on the pedals, the leg in the down position (6 o'clock) should have a slight bend at the knee.
- ✓ Bicycle Fit- Adjust the Seat: Both sizing and adjustments are more easily understood by demonstration. Use a person that is most likely to be suitable in size for the bicycle so only minimal adjustment is needed. The best way to demonstrate this is to have one person facing the front of the bicycle and then hold the handlebars with both hands while the bling the best way to be the last. The idea is to be able to



while straddling the wheel in between the legs. The idea is to be able to allow the volunteer to sit on the seat and be balanced as if she/he is riding.

- ⇒ When sitting on the seat, the feet should sit flat on the ground for a beginning rider, and the balls of the feet or tips of toes may touch for a more experienced rider, depending on the riders comfort level.
- ⇒ Adjust the seat up or down as needed (to adjust the seat, undo the lever near the seat or loosen the bolt using a wrench if using an older bike)
- $\Rightarrow$  Once the proper height is determined, tighten up the bolt or lever.
- $\Rightarrow$  Give the seat a jiggle to make sure there is a tight connection.

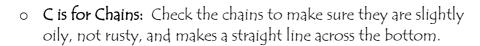


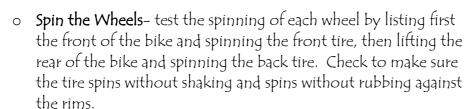
⇒ Pass out **Handout #3**: **ABC Spin Check**-each participant can try each of the safety checks as you present them.



- ⇒ Do the ABC Spin Check (this follows handout #3: Bicycle Check)
  - o A is for Air: Check the tires
    - (1) See if the tires look flat; squeeze the tires to see if they are firm. Tires should not be under inflated (too little air) or over inflated (too much air). Look for the tire pressure recommendations on the sidewall of the tire. Use a pressure gauge to measure the tire (if a gauge is available) or at least show them where the tire is measured for pressure and where air is placed.

      (2) Check the tires to see if they look damaged or worn out. If they do or you think they might be but not sure, ask an adult to look.
  - o B is for Brakes: Check to see if the brakes work before riding.
    - (1) Squeeze the hand brake;
    - (2) While in the driveway or in a protected spot, roll the bicycle and apply the brakes and









### **ACTIVITY #4: CLOTHING & GEAR CHECK**

You don't have to go out and buy clothing specifically for bicycling (though there is a reason those who bicycle for long distances use specifically designed clothing). Here are some basic principles to consider: **Dress to be seen**; **Don't get caught**; and **Stay Alert**.

- ✓ Dress to be Seen. Wear clothes that increase others ability to see you
  - $\Rightarrow$  During the day wear bright colors.
  - ⇒ In bad weather (rain, fog) dawn or dusk and at night, wearing whit or bright colors are not enough. Bicyclists are strongly encouraged to wear reflective clothing, thought retro-reflective is even safer.
  - ⇒ Avoid Riding at Night. Children shouldn't ride at night.
    If the cyclist must ride, he/she is required by law to use a white front light and red rear reflector.
  - ⇒ Use Retro-Reflective Gear. Retro-reflective gear means that external light does not need to shine on the object for it to glow. Items such as arm and/or leg bands, dots or stripes, and/or something on the back of the backpack or jacket is strongly encouraged.

- ✓ **Don't Get Caught Check Clothing and Shoes.** Loose shoe laces, wide pant legs, or scarves can catch in the bicycle chins and gears. To avoid this:
  - ⇒ Tuck pant legs into socks or wear a wear an elastic band to hold the pants close to your leg.
  - $\Rightarrow$  Tie shoes tightly or in a double knot
  - ⇒ Avoid wearing scarves, belts, or any other item than can get stuck in the chain while riding.

#### ✓ Stay Alert – Use Your Eyes and Ears.

⇒ Avoid using headphones or other electronic devices (IPODS, cell phones, text messaging, etc.) while you are riding; headphones harm your ability to hear the traffic around you (like an approaching car).



✓ Show video: Ride Smart. It's Time to Start.

### **ACTIVITY #5: DEBRIEFING**

- Next, pass out and read out loud to participants Handout #4: Bicycle Safety Quiz 1 and ask them to fill it out. Tell them there will be no grades. The quiz is just a fun reminder of some basic principles of bicycle safety. Once everyone has completed the quiz, you can go through the quiz question by question and use that as an opportunity to discuss the importance of the principle behind each question. See below for answer key.
- ✓ As the final activity, ask each participant to quickly mention the most important new idea they learned about bicycle safety through the sessions.
- ✓ At the conclusion of the session, tell participants that they will continue to learn about bicycle safety during the following session and that they will take a neighborhood walk to observe bicyclists riding.
- ✓ Show video: How to Fit a Properly Fitted Bicycle Helmet (in either English or Spanish)

### HANDOUT #1:

# Easy Steps to Properly Fit a Bicycle Helmet

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: http://www.danscomp.com/products/charts/helmetchart.htm

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 snuggly. 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:

A. 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.

- B. 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.
- C. 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.
- D. 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.



Replace any helmet that has been involved in a crash, or is damaged.

₹ 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.

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.

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

#### **Helmet Laws**

Many States and local jurisdictions have bicycle helmet laws; please refer to your State or local jurisdiction. To find this information go to www. helmets.org/mandator.htm

A bicycle crash can happen at any time. A properly fitted bicycle helmet reduces the risk of head injury by as much as 85 percent and the risk of brain injury by as much as 88 percent.

More children age 5 to 14 go to hospital emergency rooms for injuries associated with bicycles than with any other sport. Many of these injuries involve the head. Helmet laws ensure the safety of our children.



#### **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 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.

> DOT HS 810 600 April 2006



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



# Consejos y pasos para el uso debido del casco para montar bicicleta

#### Para montar bicicleta de forma segura, no basta tener un casco. Es muy importante:

ठॅळ Usar el casco del tamaño adecuado

To Que el casco te quede debidamente ajustado

& Que cuando montes en bicicleta, siempre uses el casco

#### PASO 1-Tamaño adecuado

Los cascos vienen en varios tamaños que varían según el fabricante. Mide la circunferencia de tu cabeza para obtener una talla aproximada. Pruébate el casco para asegurarte que te queda debidamente ajustado (o sea, que el casco no se deslice de lado a lado).

Los nuevos cascos traen unas almohadillas adicionales para ajustar la talla del casco. Combina las almohadillas para lograr que te quede cómodo, pero ajustado como es debido.

Si has crecido, saca las almohadillas. Si el casco cuenta con un anillo de ajuste tipo universal en vez de almohadillas, ajusta el anillo para que te quede cómodo, pero debidamente ajustado.

\*Para una lista de tamaños según el fabricante, visita: Bicycle Helmet Safety Institute (BHSI por sus siglas en inglés). http://www.danscomp.com/products/charts/helmetchart.htm



#### PASO 2- Posición correcta

El casco debe de ir nivelado sobre tu cabeza y debe cubrir parte de tu frente. Para probar si tienes el casco puesto correctamente, coloca uno o dos dedos sobre tus cejas. Para quedar debidamente protegido, el casco debe tocar tus dedos.



# PASO 3- Ajustar la hebilla debajo de la barbilla

Centraliza la hebilla izquierda del broche para que quede debajo de tu barbilla. Puedes ajustar las correas desde la parte de atrás del casco para que la correa de la barbilla sea más larga o corta. Es más fácil ajustar las correas si no tienes puesto el casco.



# PASO 4 — Ajustar las correas laterales

Ajusta la corredera en ambas correas laterales para formar una "V" (debajo y enfrente de cada oreja). De ser posible fija la corredera para que no se corra fuera de posición.



# PASO 5- Ajustar la correa de la harbilla

Abrocha la correa de la barbilla. Ajusta la correa hasta que el casco te quede debidamente ajustado, de modo que no puedas colocar más de uno o dos dedos entre la correa y tu barbilla.



#### PASO 6- Ajuste final

A. ¿Te queda bien tu casco? Abre tu boca lo máximo que puedas... ¡Da un gran bostezo! Deberás sentir cómo el casco presiona sobre tu cabeza. Si no es así, regresa al Paso 5 y ajusta más la correa de la barbilla.

# B. ¿Puedes mover tu casco hacia atrás a más de dos dedos sobre tus cejas?

De ser así, desabróchatelo, y acorta la correa frontal deslizando la corredera hacia adelante. Abróchatelo, ajusta la correa de la barbilla, y pruébatelo de nuevo.

# C. ¿Puedes mover tu casco hacia adelante de manera que cubra tus ojos?

De ser así, desabróchatelo, ajusta la correa de atrás deslizando la corredera hacia atrás en dirección a tu oreja. Abróchatelo, y ajusta la correa de la barbilla, y vuelve a probártelo.

#### D. Desliza el anillo elástico hacia el broche.

Las cuatro correas deben pasar a través del anillo elástico para evitar que éste se corra.

#### Recuerda que:

**ð**₹ Debes usar un casco certificado

Compra un casco que cumpla con las normas de seguridad de la Comisión de Seguridad de Productos para el Consumidor en los EE.UU. (U.S. Consumer Product Safety Commission o CPSC, por sus siglas en inglés); Usa un casco usado sólo si tiene un sello que certifique que cumple con las normas de seguridad de cualquiera de estas organizaciones: ASTM, Snell o ANSI. Busca el sello de certificación en la etiqueta del casco.

5√5 Debes cambiar de casco

Cambiar de casco es necesario si fue usado durante un choque, si está dañado o maltratado, o si has crecido y ya te queda pequeño.

₹ El casco debe ser del tamaño adecuado

Compra un casco para el tamaño actual de tu cabeza, y no uno que te quede grande para que te quede bien "cuando crezcas".

Tanta El casco debe quedarte cómodo pero ajustado

Si te aprieta demasiado, usa almohadillas más delgadas o compra un casco más grande. Es mejor elegir un modelo y tamaño que te quede bien, y te guste, pues es más probable que lo uses siempre.

Tente.

Si caben más de dos dedos entre tus cejas y el casco, regresa al paso 2.

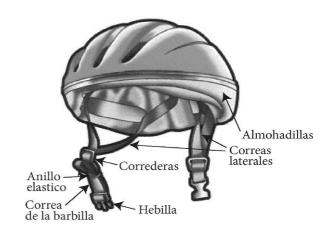
√√ La correa de la barbilla debe quedarte ceñida.

Si se te queda holgada, regresa al paso 5

Tel casco no debe deslizarse hacia delante o hacia atrás.

Si se te desliza, regresa al paso 6.

i Un casco puede proteger tu cabeza y tu cerebro sólo si lo usas SIEMPRE que montes hicicleta!



#### Importancia de usar cascos:

1. Reduce el riesgo de lesiones

Los choques en bicicleta pueden ocurrir en cualquier momento. Comparado con otros deportes, más niños entre las edades de 5 y 14 años llegan al hospital debido a lesiones por choques en bicicleta. Un casco de bicicleta debidamente ajustado protege contra el riesgo de lesiones en la cabeza hasta en un 85 por ciento, y de lesiones en el cerebro hasta en un 88 por ciento.

2. Hay leyes que requieren el uso de cascos

Las leyes que requieren el uso de cascos de bicicletas son para proteger a todos, pero en especial a los niños. Por favor consulta las leyes de tu estado o jurisdicción local. Para más información visita: www.helmets.org/mandator.htm

3. Es un buen ejemplo de precaución

Todos, tanto adultos como niños, deben utilizar cascos cada vez que monten una bicicleta pues es la única manera efectiva de prevenir las lesiones en la cabeza o el cerebro por choques en bicicleta. Al usar tu casco siempre que montes bicicleta motivas a otros a tomar precauciones para protegerse.



Para obtener más información sobre manejar una bicicleta de forma segura, visite el sitio Web de la Administración Nacional de Seguridad del Tráfico en las Carreteras (NHTSA por sus siglas en inglés)

www.nhtsa.dot.gov



DOT HS 810 600 Agosto 2006

# HANDOUT #2: PARTS OF THE BICYCLE



Brakes – Coaster brakes are used mainly on kids	Pedal – used by your feet to power the bicycle
and Cruiser bikes; they are engaged by pedaling	
backwards. The front brake (is only found on	
handlebars) stops the front wheel. The rear	
brake is either on the handlebar or foot pedal	
and stops the rear wheel	
Chain- transfers the energy from the motion of	Rim – the support of the wheel
the pedals to the back wheel	
Chain wheel - the large wheel that the chain	Saddle – the seat
runs on	
Derailleurs – the mechanism on the rear	<b>Seat tube</b> – the tube that supports the seat post
wheel that regulates the gears	
Handlebars – used to hold on and steer the	Seat post – used to adjust the height of the seat
bicycle	
Hub - the central part of a wheel	Shift levers – the levers used to shift gears
Reflectors - safety devices in the back or in	Spokes – the thin, metal wires that attach the rim
front of the bike and on the tire spokes that	to the wheel hub
helps cars see bicyclists at night	
Top tube - the tube that attaches the handlebar	<b>Tire</b> - the inflated, rubber part of the wheel.
stem to the seat post	Adapted from: EnchantedLearning.com

# Safety Accessories

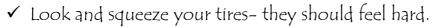
Active Light- electrically powered lights that	Horn/Bell – an accessory that can be attached to
attach to the front of the bicycle (white) and	the bike to signal a warning to others
to the back of a bicycle (red)	

# HANDOUT # 3: BICYCLE CHECK



# THE ABC SPIN CHECK

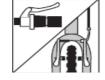
# A is for air:





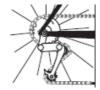
✓ Soft tires can cause flat tires, ruin your rims, make your bike hard to ride.

# B is for brakes:



✓ Squeeze the brake levers or, on some bikes, pedal backwards, to make sure you can stop your bike.

# C is for chain:



- ✓ Check the chain to make sure it is slightly oily, not rusty, and makes a straight line across the bottom.
- ✓ Spin is for spinning your wheels: make sure they don't wobble or rub on anything like the brake pads or the frame.

# Spin is for ... You Got it... Spin

✓ Spin your wheels to make sure they don't wobble or rub on anything like the brake pads or the frame.



# HANDOUT #4: BICYCLE SAFETY QUIZ 1

Instructions: Circle the best answer.



- 1. When should a bicycle helmet be worn?
  - a. Only when it is raining
  - b. Only when it is dark
  - c. All the time



- 2. A bicycle helmet:
  - a. Can help protect riders from head injuries
  - b. Is required by law in some States and municipalities
  - c. Is recommended for children and adults
  - d. All of the above



- 3. When you are riding your bicycle, you should wear\_\_\_?
  - a. Dark clothes
  - b. Whatever is comfortable
  - c. Bright or retro-reflective colored clothing



- 4. A white headlight must be used on a bicycle:
  - a. At all times
  - b. Never
  - c. Is required at night; would be helpful during sunset, sunrise, fog, rainy weather



- 5. Why should you not wear headphones while bicycling?
  - a. When you use headphones, you can't hear traffic noises and other important information
  - b. You might miss hearing your cell phone ringing
  - c. Both A and B

#### Sources:

Simon's Bicycle Safety Quiz: <a href="http://www.state.nj.us/cgi-bin/transportation/game/test">http://www.state.nj.us/cgi-bin/transportation/game/test</a> Your Family's Health: <a href="http://www.yourfamilyshealth.com/kids\_health/bicycle\_quiz/">http://www.yourfamilyshealth.com/kids\_health/bicycle\_quiz/</a>

Labot Bicycle Services: <a href="http://www.bicyclela.org/Quiz.htm">http://www.bicyclela.org/Quiz.htm</a>

New York Biking Coalition: <a href="http://www.nybc.net/programs/gettoschoolquiz.pdf">http://www.nybc.net/programs/gettoschoolquiz.pdf</a>

Port Hope, Ontario Police: <a href="http://phps.on.ca/bkquiz.htm">http://phps.on.ca/bkquiz.htm</a>

Mississippi Valley Boy Scout Council: <a href="http://www.mississippivalleybsa.org/bicycle/bicycle\_quiz.htm">http://www.mississippivalleybsa.org/bicycle\_quiz.htm</a>

East Bay Bicycle Coalition: <a href="http://www.ebbc2.ebbc.org/safequiz/safequiz.html">http://www.ebbc2.ebbc.org/safequiz/safequiz.html</a>

BICYCLE S.	AFFTY	O(1/17.1)	ANSWFR	KFY
	/ VI L. I. I	$\Delta U \perp 1$ .	_/ \	

1. C 2. D 3.D 4.C 5. A

### YOUTH BICYCLING

# MODULE 2: Bicycling Tips & Neighborhood Mapping



#### **OBJECTIVES:**

- ✓ Acquaint participants with each other and establish group bond
- ✓ Acquaint participants with some of the benefits of biking
- ✓ Acquaint participants with bicyclist safety measures
- ✓ Actively engage participants in considering a biking route

#### **ACTIVITIES & MATERIALS:**

#### ACTIVITY #1: Warm-Up (15 minutes)

Materials needed:

- ✓ Pens, pencils, or markers
- ✓ A flip-chart or board and chalk for note-taking

Handouts: None

#### ACTIVITY #2: Bicycle Safety Basics (10 minutes)

Materials needed: None

Handouts:

✓ Handout #5: Bicycle Safety Basics

### ACTIVITY #3: Traffic Signs & Signals Quiz (10 minutes)

Materials needed: None

Handouts:

✓ Handout #6: Traffic Signs & Signals Quiz

### ACTIVITY #4: Neighborhood Mapping (15 minutes)

Materials needed:

- ✓ Markers
- ✓ Push-pins or adhesive tape to post maps in the room
- ✓ Large sheets of white poster paper or butcher paper
- ✓ Your own neighborhood map

Handouts: None

### ACTIVITY #5: Debriefing (10 minutes)

Materials needed: None

Handouts:

✓ Handout #5: Bicycle Safety Basics and Handout #6: Traffic Signs & Signals Quiz

#### KEY WORDS/PHRASES: None

#### **ACTIVITY #1: WARM-UP**

- ✓ Brainstorm as a group, while writing down participant responses on a flip chart or board:
  - Do you bicycle? Why? Answers could include:
    - $\Rightarrow$  To go to school
    - $\Rightarrow$  To have fun
    - $\Rightarrow$  To go places with friends
    - $\Rightarrow$  To run errands/go to the store
  - What are some other reasons that people bicycle? Answers could include:
    - $\Rightarrow$  For transportation,
    - ⇒ To exercise
    - $\Rightarrow$  To lose weight
    - $\Rightarrow$  To save gas money
    - ⇒ To spend time with family and friends
    - $\Rightarrow$  For Fun
    - ⇒ Anything else?
  - What benefits could you get or would your family get from bicycling?
    - ⇒ Money savings for my family. Money can be spent on other things like toys or music, etc. While many families focus on having a car, costs associated with a car include the car purchase or monthly payments, car insurance, and gas.
    - ⇒ Help the environment. Using a bicycle to get around instead of a car help limit the bad fumes or gases that cars and buses leave in our air. Poor air quality can affect our health.
    - ⇒ Saves time. Bicyclists can travel more quickly when cars and buses are stuck in heavy traffic. Bicyclists can just jump on their bicycle and go versus waiting for a bus or sit on the bus while it makes multiple stops. Never have to look or wait for a parking space with a bicycle.
    - $\Rightarrow$  Reduce the number of cars on the road which means less traffic.
    - ⇒ Fun way to exercise. Regular exercise through bicycling strengthens our heart, our muscles, and decreases our risk of many diseases.

- ⇒ Stay healthy. Getting exercise helps us stay healthy so parents can work and send money home.
- ✓ Name at least one thing you would like to learn about bicycling and bicycle safety?
- ✓ Have a wrap-up discussion as a transition to the next activity; tell participants that they will learn key safety points for safe bicycling.
- ✓ Now, take the time to share and discuss with your group each of the following safety measures they should follow while biking, making sure that you explain what reflective materials are when you get to that item on the list, and that you do a quick review of traffic signals (e.g., red light) when you get to that last item.

#### ACTIVITY #2: BICYCLE SAFETY BASICS - KEY POINTS

- Ask the group if anyone knows the other name for a bicycle riding on the road. The correct answer is "A Vehicle." A bicycle riding on the road is considered in most States to be a vehicle. The driver of a bicycle must act like a vehicle by following all the same rules and responsibilities of other motorized vehicles.
- ✓ Pass out **Handout #5**: **Bicycle Safety Basics** and "walk through" each point with participants by asking participants to ask questions about or comment on each point with examples from their own experiences.

### **ACTIVITY #3: TRAFFIC SIGNS & SIGNALS QUIZ**

- ✓ Pass out Handout #6: Traffic Signs and Signals Quiz
- ✓ Ask participants to match each traffic sign with its meaning. Discuss the road signs and assure their understanding of the behavior expected.
- ✓ After everyone is finished, do a quick show of hands for correct answers for each sign.
- ✓ Briefly review the meaning of each sign as you tally the answers and field any questions participants may have about each sign.

Have a wrap-up discussion as a transition to the next activity, Neighborhood Mapping-you are going to draw maps of our neighborhood to determine best routes for bicycling to and from school. Try to bring out some key factors, such as safety and amount of traffic, which participants should keep in mind when choosing a route to take on a bicycle ride

### ACTIVITY #4: NEIGHBORHOOD MAPPING

- ✓ Ask how many participants bicycled here and how many rode in a car or bus, walked?
- ✓ Now, ask one or two participants to describe for the group the route they took. If none of the participants bicycled to the session, ask them to discuss some other common biking routes they often use or ones they have seen others use. (If it takes too long to get a volunteer, describe your own route first so that they have a "model" to follow.)
- ✓ Ask participants if there are any places on their routes that are not safe and why.
- ✓ Post a large piece of white poster paper on the wall or board so the entire group can see. Draw some squares or shapes on the paper to represent the "blocks" around the site where you are conducting the workshop. Draw a small representation of the community center or site. (It can be as simple as a small square with "community center" written on it.) Then ask participants to help you fill in the other squares (e.g., what is next to the center, etc.). When you have most of the major structures in the neighborhood filled in, you have your neighborhood map. (Time permitting, you can ask some of the participants to decorate or color in some of the buildings or unique sights on the map.) Now you are ready to map out some routes.
- ✓ Ask for a volunteer to come up to the map and trace a route from the community center to some site. Then have the volunteer draw the route. Have others do the same ("how do you get from the community center to the school", etc.).
- ✓ To conclude, ask participants to discuss what areas on the map might be safer for biking and why. Then ask which areas might be less safe and why. List out the reasons on another large sheet of white poster paper.

Make sure to keep the map for future use.

#### **ACTIVITY #5: DEBRIEFING:**

- ✓ Ask participants to name the top three things that stuck out in their mind from what they discussed today. (The facilitator can refer to handouts #5 and #6 for ideas to prompt participants).
- ✓ Ask participants to share one safety tip that they had not heard before.
- ✓ What safety tip will they share with their parents and brothers/sisters?
- ✓ Tell them that as they go home to consider the key points they learned about bicycle safety and traffic signs and signals and apply to them to their community.

# HANDOUT #5: BICYCLE SAFETY BASICS

#### SAFE RIDING TIPS:

- All bicyclists should wear a helmet. Make sure it fits correctly and that straps fasten properly.
- Check your bicycle before you ride. Make sure your bicycle fits you and do the ABC Spin Check. Air in your tires, Brakes functioning, Chains not loose, and tires spin freely.
- **Practice riding safely.** This includes starting and stopping, riding in a straight line, turning, signaling with your hands.
- Children under 10 should not ride a bicycle in traffic.
- Use caution when riding on a sidewalk. Watch out for people, cars backing out of driveways, and cars turning into driveways or streets.
- Wear bright clothing when riding during the day so you can be seen by others.
- If riding in bad weather or in poor light, use lights and reflective gear (strips, buttons, zipper pulls, tape, stickers, etc.).



- Children are discouraged from riding at night. If you must ride at night, use a white front light on your bicycle- it's the law. Wear reflective clothing or apply reflective tape and use red reflectors/lights on the rear of your bicycle, clothing, or equipment.
- Always ride with at least one hand on the handle bars.
- Never ride others on your bicycle (handlebars, pedals, or back).

# HANDOUT #6: TRAFFIC SIGNS & SIGNALS QUIZ

**Instructions:** Look at the signs and signals. What do they mean? Write the <u>letter</u> of the correct sentence from the box below.



1.



2. \_\_\_\_\_



3.\_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6.\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_

h. Green = Go

that street.



12.\_\_\_\_

- a. Come to a complete stop. Put one foot down and look both ways for traffic. You must stop and look for traffic (cars, pedestrians and bicyclists). Traffic without the stop sign has the right of way
  b. No bicycles allowed; find another route
  - g. It's okay to walk, but look left, right, left for traffic as you are walking

- c. Slow down, look and listen. Do not attempt to cross if you see a train; go only when the train is gone.
- Yellow = Stop unless you are already in the intersection Red = Stop
- d. Bicyclists and motorists should use the road together (respectfully)
- i. Stop! Do not cross the road until the signal changes
- e. School zone; watch out for children walking or crossing the road
- j. Intersection ahead; stay alert
- f. Watch for bicyclists on the roadway or crossing the roadway
- k. Slow down and look for traffic. You must yield right of way (let them go first) to oncoming traffic.l. Shows you which way traffic is traveling on

# TRAFFIC SIGNS & SIGNALS QUIZ: ANSWER KEY

Answers:

1. a

2. c

3. l

4. g

5. h

6. d

7. е

8. k

9. f

10. Ь

11. j

12. i

# Youth Bicycling

# MODULE 3: Bicycling Safely in Your Neighborhood

#### **OBJECTIVES:**



- ✓ Provide participants with the opportunity to accomplish a task as part of a team
- ✓ Demonstrate to participants how our actions can ensure our physical safety
- ✓ Introduce participants to additional biking safety measures
- ✓ Engage participants in applying biking safety measures to an assessment of their immediate neighborhood
- ✓ Increase awareness about biking safety and about neighborhood safety improvements among the families of participants

#### **ACTIVITIES & MATERIALS:**

Activity #1: Warm-Up: (10 min.)

Materials Needed: None

Handouts: None

Activity #2: Discussion - Riding a Bicycle Safely (10 min.)

Materials needed: None

#### Handouts:

- ✓ Refer back to Handout # 5: Bicycle Safety Basics
- ✓ Handout #7: Riding a Bicycle Safely Rules of the Road
- ✓ Handout #8: Riding a Bicycle Safely Signaling
- ✓ Handout #9: Sidewalk versus Street Riding

## Activity #3: Putting Safety Knowledge to Work (30 min.)

Materials Needed:

- ✓ For your neighborhood walk, you will need one teaching assistant or older participant to escort each group of 5-7 participants
- ✓ One pencil/participant
- ✓ One watch and one cell phone per group

#### Handouts:

✓ Handout #10: Bikeability Checklist-How Bikeable is Your Community

### Activity #4: Debriefing: (10 min.)

Materials Needed: None

#### Handouts:

- ✓ Handout #10: Bikeability Checklist-How Bikeable is Your Community (for take home)
- ✓ Handout #11: Bicycle Safety Quiz 2

### KEY WORDS/PHRASES:

**Bikeable:** Finding out how safe and easy it is to go bicycling – how "bikeable" – your neighborhood is.

**Traffic regulations:** The laws (e.g., speed limits, stopping at stop signs, etc.) governing driving, bicycle, and walking.

#### ACTIVITY #1: WARM-UP

Welcome participants back. Tell them that in this session, they will take a closer look at how to ride a bicycle safely by learning the hand signals and rules of the road.

- ✓ Ask participants to brainstorm the safety tips they remember from the last session. Take notes on the blackboard, chart, or on a piece of paper so that all the participants can see.
  - ⇒ Remind participants to think about how bicyclists "behave" <u>and</u> the outside environment that affect the safety of bicyclists. (i.e., neighborhood streets and drivers).
  - $\Rightarrow$  Ask participants to quickly name at least ten things bicyclists can do to ride more safely.
  - ⇒ Ask participants to name at some things that can make the streets and neighborhood safer for bicycling. If the group is small, have each participant name his or her top "thing." (Youth may not be able to identify these issues completely until after the neighborhood activity. Revisit this in the debriefing section at the end of this module)

### ACTIVITY #2: RIDING A BICYCLE SAFELY

- ✓ Refer back to Handout # 5: Bicycle Safety Basics
- ✓ Pass out Handout #7: Riding a Bicycle Safely Rules of the Road and review with participants.
- ✓ Pass out Handout #8: Riding a Bicycle Safely-Signaling and lead a brief discussion of the Key Points. Have the participants stand up and practice the hand signals for turning and stopping. Ask participants why each key point is important and how it can help make bicycling safer. For example, ask participants what might happen if:
  - ⇒ A bicyclist turns without giving a hand signal
  - ⇒ A bicyclist enters the street from in between parked cars
  - $\Rightarrow$  A bicyclist turns without first checking other traffic entering an intersection
- ✓ Pass out Handout #9: Sidewalk versus Street Riding and review with participants. This concept
  is very challenging to understand. Consider acting it out by using props like chairs to represent

the cars or using students to act it out (one becomes the bicyclist, one or more become the drivers. You can also use toy cars. Use doorways to represent streets (which way does the driver look for traffic?). If a car is backing out of a driveway, which way does the driver look? It isn't critical that they get the correct answer, what is desired is that they be able to visualize why riding on a sidewalk and especially if riding on the sidewalk facing traffic is a very serious error that could lead to a crash.

#### ACTIVITY #3: PUTTING KNOWLEDGE INTO PRACTICE

Tell participants that now they will have a chance to put what they already know and what they've just learned about safety to the test. Tell them that they'll be going on a neighborhood, walk to observe bicyclists and to assess the neighborhood.

#### Note to Facilitator:

Prior to this activity you should determine and select a safe route or routes. It is suggested that you take this route yourself prior to the group ride. In case of stormy weather this activity will need to be rescheduled. If you have more than six participants, break into smaller groups with one adult to each group.

Keep in mind that participants should have parent consent forms on file.

- ✓ Pass out copies of Handout #10: Bikeability Checklist-How Bikeable is Your Community. Tell participants that on these checklists they will find some of the good reasons for biking and the safety behaviors that they discussed during the first session. They will also find items that will be discussed later.
- ✓ Take some time to review the sets of items on the checklist, and explain that participants will need to give a rating at the end of each section.
- ✓ Have a couple of volunteers pass out pencils and paper.
- ✓ Tell participants that, during their neighborhood walk, they should:
  - ⇒ Walk safely by following all traffic regulations and by paying attention to moving vehicles and other elements.
  - $\Rightarrow$  Observe all their surroundings for the items included in the checklist.
  - $\Rightarrow$  Make note of the locations of things they would like to change.
  - ⇒ Keep their "group guide" in sight at all times.
- ✓ Divide participants into groups, with the leader/guide for each group. Point out the meeting point and the time (20 min. or less) you expect the groups to meet there.
- ✓ Assign each leader/guide to one of the routes you have identified before the session. Remind group leaders/guides to be watchful of the time.

#### **ACTIVITY #4: DEBRIEFING**

- ✓ Ask individual group members to "report back" on their walk by sharing their general observations and impressions, and the total "score" they gave the neighborhood.
- ✓ Next, ask each group to identify the neighborhood or street areas that are safe for biking and why. Then have each group discuss areas that are not as safe and what makes them less safe for biking. Record the "safe" and "unsafe" areas or issues on a piece of white poster paper as the discussion proceeds.
- ✓ Ask participants to suggest improvements to the neighborhood and street areas to make them safer for biking. Record the suggestions on white butcher paper.
- ✓ Ask the group if their suggestions cover all of the issues discussed in the "unsafe" areas.
- ✓ Summarize the findings and observations participants had about today's neighborhood walk, and tell them that, as a special challenge, you are asking them to do an assessment of their own neighborhood. Suggest that they have their families join them on a neighborhood assessment; Cover an area around their house or apartment complex similar to the area (two- to three-block radius) covered on today's walk;
- ✓ Next, pass out and read out loud to participants Handout #11: Bicycle Safety Quiz 2 and ask them to fill it out. Remind participants that this quiz will not be graded just like the first one they took. See below for the answer key.
- ✓ Pass out extra copies of the Handout #10: Bikeability Checklist-How Bikeable Is Your Community?" for participants to take home, and thank them for their active participation and team work today.

# HANDOUT #7: RIDING A BICYCLE SAFELY-SIGNALING

Hand Signals: Hand signals are used to tell others what you intend to do.

**Note:** It is important to teach hand signals and practice them in a parking lot. Unskilled cyclists are often not able to take one hand off the handlebars and steer straight. It is more important to steer straight and use the over the shoulder look. Also, just like driving, signaling what you want to do does not ensure that it is safe to do it. You cannot make the desired move until it is safe to do so.

### Turning Right:

- ⇒ Extend your left arm upward, like an "L" or extend your right arm straight out level with your shoulder.
- ⇒ Look for already turning traffic
- $\Rightarrow$  Use the same signals to indicate lane changes.

## Turning Left: You have two choices:

- ⇒ Turn using the left turn lane:
  - (a) To turn <u>left</u>, extend your left arm out straight (horizontally); you can also point your index finger to the left;
  - (b) When the traffic is clear, move over to the left turn lane; either taking the lane or in the right side of the lane OR
- ⇒ Turn as a pedestrian: (a) Cross over the intersection and wait for the proper pedestrian cross signal; (b) always look to see the traffic is clear and continue watching as you cross; (c) If crossing in this manner, as a pedestrian, you are to walk your bicycle across the street.

## Stopping:

1) Extend your left arm downward in a diagonal with an open hand.



# HANDOUT #8: SIDEWALK versus STREET RIDING

The safest place for bicycle riding is on the street. Sounds crazy but here is why:

- 1. Motorists do not expect for fast moving traffic on a sidewalk. They don't typically look for bicyclists on the sidewalk when backing out or coming out of driveways or roads. When they do look, drivers look for traffic traveling in the direction seen for motorized traffic.
- 2. Many bicyclists ride on the sidewalk facing traffic, or going in the opposite direction of traffic. This is very dangerous. If you must ride on the sidewalk, ride in the same direction as traffic.
- 3. Bicyclists are not simply pedestrians on wheels. They must follow the same traffic rules as cars. That means bicyclists need to follow all the signs and signals, stop or yield to pedestrians, and stop or yield to turning cars—— you can't just cross from the sidewalk over a street and back onto the sidewalk.

# So why do so many people ride on the sidewalk?

Children under 10 years old are actually encouraged to ride on the sidewalk for the following reasons:

- 1. Riding in traffic takes more than riding skill it takes a few more years for the brain to learn and judge and make decisions about traffic.
- 2. Children, however, should begin learning about riding in traffic as soon as they take an interest in riding a bicycle.
- 3. The correct information about safe bicycle riding should be repeated many times over the years with greater explanation as the child can understand more. Keep in mind that teaching is not enough; parents should always be responsible for watching out for their children riding a bicycle.

Some places allow people to ride on the sidewalk while other places say it is against the law, like downtown areas or cities. Make sure you know the law in your State or jurisdiction to see if sidewalk riding is allowed. If you do ride on the sidewalk:

- 1. Watch for vehicles coming out of or turning into and out of driveways.
- 2. Stop at corners of sidewalks and streets to look for cars and to make sure the drivers see you before crossing.
- 3. Enter a street at a corner and not between parked cars. Alert pedestrians that you are near by saying, "Excuse me," or, "Passing on your left," or use a bell or horn.
- 4. Always ride in the same direction as motorized traffic.

# HANDOUT #9: BICYCLE SAFELY-RULES of the ROAD



Learning to drive your bicycle is like learning to drive your very first vehicle. Bicyclists have the same rights, same rules, same responsibilities as cars.



- Obey All Traffic Laws. Bicyclists must obey all traffic signs, signals, and lane markings as cars.
- Go With the Traffic Flow. Ride on the right in the same direction as other cars.
- Watch and listen for cars that are turning or backing up (look for white back-up lights, listen for back up beeping noise)
- When entering the street: Look left, right, and left again; only cross when no cars or present. Keep looking for traffic as you cross to make sure they see you and slow down or stop.
- Cross the street at intersections (including driveways). Always stop and look before crossing.
- If crossing the street in a pedestrian crosswalk, you must act like a pedestrian; get off your bicycle and walk it across the street just like a pedestrian.
- Watch for Parked Cars. Ride far enough out from the curb to avoid the unexpected from parked cars (like doors opening, or cars pulling out).
- Yield to traffic as required, including people in crosswalks.
- Use hand signals when turning.
- Ride in a straight line; do not weave in and out of traffic.

For more information on bicycle safety, visit the National Highway Traffic Safety Administration at <u>www.nhtsa.dot.gov</u>

# HANDOUT #10: BIKEABILITY CHECKLIST-HOW BIKEABLE IS YOUR COMMUNITY

#### Directions

For the items listed under each question, mark the box "Yes" or "No" in answer to the question. After the question, write any more you have to say after "Something else." Then circle from 1 to 5 according to how many "Yes" answers you have

	<ul> <li>No space for bicyclists to ride</li> </ul>	yes	no		
	Bicycle lane or paved shoulder disappeared	yes			
	• Heavy and/ or fast-moving traffic	yes			
,	Too many trucks or buses	yes			
	No space for bicyclists	yes	no		
•	Poorly lighted roadways	yes	no		
	Something else:				
	Circle the number of "Yes" answers.				
	1 2 3 4 5				
)	How was the surface that bicyclists rode on?				
,	Potholes	yes	no		
,		•	no		
	<ul> <li>Potholes</li> <li>Cracked or broken pavement</li> <li>Debris (e.g broken glass, sand, gravel, etc.)</li> </ul>	yes	no no no		
•	<ul> <li>Cracked or broken pavement</li> </ul>	yes yes	no		
,	<ul><li>Cracked or broken pavement</li><li>Debris (e.g broken glass, sand, gravel, etc.)</li></ul>	yes yes yes	no		
•	<ul><li>Cracked or broken pavement</li><li>Debris (e.g broken glass, sand, gravel, etc.)</li><li>Dangerous drain grates, utility covers</li></ul>	yes yes yes yes	no no no		
,	<ul> <li>Cracked or broken pavement</li> <li>Debris (e.g broken glass, sand, gravel, etc.)</li> <li>Dangerous drain grates, utility covers</li> <li>Uneven surface or gaps</li> </ul>	yes yes yes yes	no no no		

How were the intersections they rode through?		
Bicyclist had to wait too long to cross intersection	yes	no
May not have been able to see crossing traffic		no
Signal didn't give cyclist enough time to cross the road	•	
Looked unsure where or how to ride through intersection		no
Something else:		
Circle the numbers of "Yes" answers		
1 2 3 4 5 6		
How did the drivers behave around the cyclist?		
<ul> <li>Drove too fast</li> </ul>	yes	no
<ul> <li>Passed bicyclist too close</li> </ul>	yes	no
<ul> <li>Did not signal</li> </ul>	yes	no
<ul> <li>Cut bicyclist off</li> </ul>	yes	no
Ran red lights or stop signs	yes	no
Something else:		
Circle the numbers of "Yes" answers		
Circle the numbers of "Yes" answers 1 2 3 4 5 6		
Circle the numbers of "Yes" answers 1 2 3 4 5 6  What did bicyclists do to make their ride safer?		
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet	•	no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs	yes	no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)	yes yes	no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns  • Rode with (not against) traffic	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns  • Rode with (not against) traffic  • Was courteous to others travelers	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns  • Rode with (not against) traffic  • Was courteous to others travelers (motorist, skaters, pedestrians, etc)	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns  • Rode with (not against) traffic  • Was courteous to others travelers (motorist, skaters, pedestrians, etc)  Something else:	yes yes yes	no no no
Circle the numbers of "Yes" answers  1 2 3 4 5 6  What did bicyclists do to make their ride safer?  • Wore a bicycle helmet  • Obeyed traffic signal and signs  • Rode in a straight line (didn't weave)  • Signaled their turns  • Rode with (not against) traffic  • Was courteous to others travelers (motorist, skaters, pedestrians, etc)	yes yes yes	no no no

# How does your community rate?

SC	ore)		
ᇦ 1)		_ 26-30	Celebrate!. You live in a bicycle- friendly community.
<b>5</b> 2	)	_ 21-25	Your community is pretty good, but there's always room for improvement.
3)		_ 16-20 improve	Conditions for riding are okay, but not ideal. Plenty of opportunity for ements.
<b>2</b> 42	news	_ 11-15 Cc paper right a	onditions are poor and you deserve better than this! Call the mayor and the away.
<u>®</u> 5)		_ 5-10 uring out ag	Oh dear. Consider wearing body armor and Christmas tree lights before ain.
To	otal		

Add up your ratings and decide. (Questions 6 and 7 do not contribute to your community's

Adapted from U.S Department of Transportation

# HANDOUT #11: BICYCLE SAFETY QUIZ 2

- 1. How many people can safely ride on one bicycle?
  - a. One
  - b. Two
  - c. As many people as can fit
- 2. Under most conditions, you should ride your bicycle\_\_\_\_?
  - a. On the left side of the road against the flow of the traffic
  - b. On the right side of the road with the flow of traffic
  - c. In the middle of the road
- 3. When riding your bicycle, you should stop at all stop signs and traffic signals.
  - a. True
  - b. False
- 4. Why should you ride more slowly when it is raining?
  - a. It take longer to stop
  - b. So you can ride through the puddles
  - c. To cool yourself off



- 5. Always signal before making a right or left turn.
  - a. True
  - b. False
- 6. Riding against traffic on a street is:
  - a. The safest way to ride
  - b. Illegal
  - c. Dangerous but your personal choice
- 7. Before entering the road from a driveway, a cyclist must stop and look left, right, left for vehicles in the roadway before proceeding
  - a. True
  - b. False
- 8. You don't have to stop at a red light or stop sign if there is no traffic
  - a. True
  - b. False
- 9. Bicyclists should ride with at least one hand on the handlebars at all times
  - a. True
  - b. False

# BICYCLE SAFETY QUIZ 2: ANSWER KEY

1. A 2. B 3. A 4. A 5. A 6. B 7. A 8. B 9. A