A Complete Guide to Bicycle Rodeos

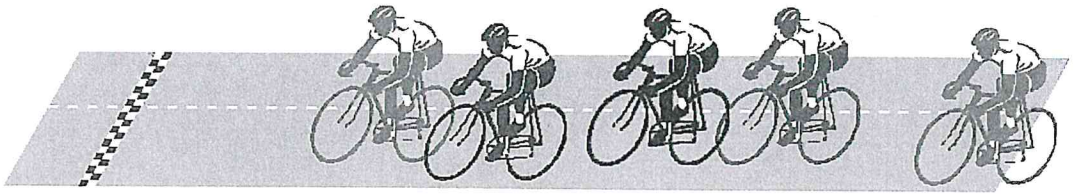
Pennsylvania Department of Transportation

Pennsylvania Chapter
American Academy of Pediatrics

Traffic Injury Prevention Project

TABLE OF CONTENTS

PA Law and Planning Your Event



Pennsylvania's Bicycle (Pedalcycle) Law

Section 3501. Applicability of traffic laws to pedalcycles.

(a) General Rule. – Every person riding a pedalcycle upon a roadway shall be granted all of the rights and shall be subject to all of the duties applicable to the driver of a vehicle by this title, except as to special provisions in this subchapter and except as to those provisions of this title which by their nature can have no application.

(b) Application of subchapter. – The provisions of this subchapter apply whenever a pedalcycle is operated upon any highway or upon any path set aside for the exclusive use of pedalcycles subject to the exceptions stated in subsection (a).

Section 3502. Penalty for violation of subchapter.

Any person violating any provision of this subchapter is guilty of a summary offense and shall, upon conviction, be sentenced to pay a fine of $10.

Section 3503. Responsibility of parent or guardian.

The parent of any child and the guardian of any ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this title relating to the operation of pedalcycles.

Section 3504. Riding on pedalcycles.

(a) Use of seat by operator. – A person propelling a pedalcycle shall not ride other than upon or astride a permanent and regular seat attached to the pedalcycle.

(b) Number of riders. – No pedalcycle shall be used to carry more persons at one time than the number for which the pedalcycle is designed and equipped except that an adult rider may transport a child in a pedalcycle child carrier which is securely attached to the pedalcycle or in a trailer which is towed by a pedalcycle.

Section 3505. Riding on roadways and pedalcycle paths.

(a) General rule. – Except as provided in subsections (b) and (c), every person operating a pedalcycle upon a highway shall obey the applicable rules of the road as contained in this title.

(b) Operation on shoulder. – A pedalcycle may be operated on the shoulder of a highway and shall be operated in the same direction as required of vehicles operated on the roadway. All turns shall be made in accordance with section 3331 (relating to required position and method of turning).

(c) Slower than prevailing speeds. – A pedalcycle operated slower than prevailing speed shall be operated in accordance with the provisions of section 3301 (b) (relating to driving on right side of roadway) unless it is unsafe to do so.

(d) One-way roadways. – Any person operating a pedalcycle upon a roadway which carries traffic in one direction only and has two or more marked traffic lanes may ride as near the left-hand curb or edge of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

(e) Limitation on riding abreast. – Persons riding pedalcycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of pedalcycles.

(f) Mandatory use of available pedalcycle path. – (Deleted by amendment).

Section 3506. Articles carried by operator.

No person operating a pedalcycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handlebars.

Section 3507. Lamps and other equipment on pedalcycles

(a) Lamps and reflectors. – Every pedalcycle when in use between sunset and sunrise shall be equipped on the front with a lamp which emits a beam of white light intended to illuminate the pedalcycle operator's path and visible from a distance of at least 500 feet to the front, a red reflector facing to the rear which shall be visible at least 500 feet to the rear and an amber reflector on each side. Operators of pedalcycles may supplement the required front lamp with a white flashing lamp, light-emitting diode or similar device to enhance their visibility to other traffic and with a lamp emitting a red flashing lamp, light-emitting diode or similar device visible from a distance of 500 feet to the rear. A lamp or lamps worn by the operator of a pedalcycle shall comply with the requirements of this subsection if the lamp or lamps can be seen at the distances specified.

(b) Audible signal devices. – A pedalcycle may be equipped with a device capable of giving a signal audible for a distance of at least 100 feet except that a pedalcycle shall not be equipped with nor shall any person use upon a pedalcycle any siren.

(c) Brakes. – Every pedalcycle shall be equipped with a braking system which will stop the pedalcycle in 15 feet from an initial speed of 15 miles per hour on a dry, level and clean pavement.

Section 3508. Pedalcycles on sidewalks and pedalcycle paths.

(a) Right-of-way to pedestrians. – A person riding a pedalcycle upon a sidewalk or pedalcycle path used by pedestrians shall yield the right-of-way to any pedestrian and shall give an audible signal before overtaking and passing a pedestrian.

(b) Business districts. – A person shall not ride a pedalcycle upon a sidewalk in a business district unless permitted by official traffic-control devices, nor when a usable pedalcycle-only lane has been provided adjacent to the sidewalk.

Section 3509. Parking

(a) Sidewalks. –

(1) A person may park a pedalcycle on a sidewalk unless prohibited or restricted by an official traffic-control device.

(2) A pedalcycle parked on a sidewalk shall not impede the normal and reasonable movement of pedestrian or other traffic.

(b) Roadways. –

(1) A pedalcycle may be parked on the roadway at any angle to the curb or edge of the roadway at any location where parking is allowed.

(2) A pedalcycle may be parked on the roadway abreast of another pedalcycle or pedalcycles near the side of the roadway at any location where parking is allowed.

(3) A person shall not park a pedalcycle on a roadway in such a manner as to obstruct the movement of a legally parked motor vehicle.

(4) In all other respects, pedalcycles parked anywhere on a highway shall conform with the provisions of Subchapter E of Chapter 33 (relating to stopping, standing, and parking).

Section 3510. Pedalcycle helmets for certain persons.

(a) General rule. – A person under 12 years of age shall not operate a pedalcycle or ride as a passenger on a pedalcycle unless the person is wearing a pedalcycle helmet meeting the standards of the American National Standards Institute, the American Society for Testing and Materials, the Snell Memorial Foundation's Standards for Protective Headgear for Use in Bicycling or any other nationally recognized standard for pedalcycle helmet approval. This shall also apply to a person who rides:
(1) upon a pedalcycle while in a restraining seat attached to a pedalcycle; or
(2) in a trailer towed by a pedalcycle.

(b) Helmet to be labeled. – Any helmet sold or offered for sale for use by operators and passengers of pedalcycles shall be labeled in accordance with the standards described in subsection (a), which shall constitute the manufacturer's certification that the helmet conforms to the applicable safety standards.

(b.1) Sale of helmet. – No person shall sell or offer for sale for use by an operator or passenger of a pedalcycle a helmet which is not of a type meeting the requirements established by this action.

(b.2) Waiver of fine. – If a person receives a citation issued by the proper authority for violation of subsection (a), a magisterial district justice, magistrate or judge shall dismiss the charges if the person prior to or at his hearing displays evidence of acquisition of a helmet meeting the standards prescribed in subsection (a) to such magisterial district justice, magistrate or judge. Sufficient evidence shall include a receipt mailed to the appropriate court officer which evidences purchase or transfer of such a helmet from another helmet owner, evidenced by a notarized letter.

(b.3) Exemption. – This section shall not apply to a child under 12 years of age who can produce a statement from the family's church authorities attesting that it is against the tenets of the family's religion to wear a helmet.

(c) Civil actions. – In no event shall a violation or alleged violation of subsection (a) be used as evidence in a trial of any civil action; nor shall any jury in a civil action be instructed that any conduct did constitute or could be interpreted by them to constitute a violation of subsection (a); nor shall failure to use a pedalcycle helmet be considered as contributory negligence nor shall failure to use a pedalcycle helmet be admissible as evidence in the trial of any civil action.

(d) Penalty. - Notwithstanding any other provisions of law, any violation of subsection (a) is punishable by a fine, including all penalties, assessments and court costs imposed on the convicted person not to exceed $25. The parent or legal guardian having control or custody of a person under 12 years of age whose conduct violates this section shall be jointly and severally liable with the person for the amount of the fine imposed.

(e) Definitions. – As used in this section, the term "wearing a pedalcycle helmet" means having a pedalcycle helmet of good fit fastened securely upon the head with the helmet straps.

Section 3511. Pedalcycles prohibited on freeways.

(a) General rule. – No person shall ride a pedalcycle on a freeway.

(b) Exceptions. –

(1) The department and local authorities, on highways under their respective jurisdictions, may issue permits for a procession or event prohibited under subsection (a) upon a determination that:
   (i) The pedalcycle procession or event is of national, State or regional interest; and
   (ii) the results of an engineering and traffic study indicate that the procession or event can be conducted with safety.

(2) On State-designated freeways, pedalcycles may be authorized under the following limitations:
   (i) The pedalcycler is 18 years of age or older or is accompanied by a pedalcycler 18 years of age or older.
   (ii) A written request for review of the freeway route based on the potential unavailability of an alternate route is made to the department.
   (iii) The department determines that no reasonable alternate route exists and the freeway is safe for pedalcycle travel.
   (iv) The department publishes a notice in the Pennsylvania Bulletin authorizing pedalcycle access to the freeway. The notice shall constitute approval for the persons authorized under subparagraph (i) to ride a pedalcycle on the State-designated freeway.

(c) **Action by local authorities.** – Action taken by local authorities regarding permission to use pedalcycles on freeways under their jurisdiction shall be:
   (1) by ordinance of the local governing body; or
   (2) by a commission or public official authorized to act on specified matters.

(d) **Operation on shoulder.** – If the department authorizes pedalcycle access to a freeway, the pedalcycle shall be operated upon the shoulder of that freeway whenever practicable.

Section 3512. Pedalcycle Helmet Fund (Repealed).

Section 3513. Civil immunity for lenders of pedalcycle helmets.

No person or organization who or which lends to another person or organization a pedalcycle helmet, as described in section 3510 (relating to pedalcycle helmets for certain persons), shall be liable for any civil damages resulting from any act or omission, except any act or omission intentionally designed to harm or any grossly negligent act or omission resulting in harm to another.

Planning Your Event

Planning your bicycle event does not have to be difficult. First, take a few moments to read through the rodeo guide. This guide provides a collection of activities that have been conducted at previous bike rodeos. While you may use any or all of these activities, you are not limited to them.

Find a location where you would like to hold the event. The location is a starting point for your planning. You will need a large, flat area that is away from traffic. Parking lots and school playgrounds work best because they have a paved surface. Measure the dimensions of the space available to set up your event and create a map of the location. The more flat open space you have to work with, the more stations you can set up.

Form a committee of people within your organization willing to help you undertake the task of a bicycle rodeo. Invite local resources from the community to be part of the committee. Local resources are the people in your community that already have a background in cycling or safety. Resources may include: bike shops, bike cops, highway safety programs, bicycle clubs, etc.

Hold a planning committee meeting. Invite all your community partners and volunteers to plan out the event. Provide a list of tasks and responsibilities for the event and determine what each of the community partners will be doing for the event. Whether it is the bike shop doing the bicycle safety inspections or the highway safety program fitting helmets, map out a plan for each station for the big event. Once all of your community partners and volunteers have been assigned tasks, you will know how many additional people you will need to staff each of your stations to have a successful event.

Use your imagination. This bicycle rodeo guide of stations is only a guide. Add whatever you think will work to make your event a success; whether it is a skill station, bicycle stunt team demonstrations, games and activities, a clown, or a hotdog cart. By the way, hot dog carts or food always seem to go well at these events, especially if the food is for free!

Do not do everything by yourself. A good leader can delegate, that is why you have a committee! Have committee members in charge of set up, getting volunteers, public relations, etc. When the day of the event finally comes, hopefully everything will fall into place. Just keep in touch with your committee members to make sure things are smoothly moving forward.

Begin work immediately. To get started, you'll need to do some things immediately, like printing up and distributing flyers to the community where the event is going to take place. If there is a school nearby, notify the school and see if you can send a flyer home with each child. Advise all of your friends and co-workers to bring their kids to the event. Start purchasing supplies and making the hang tags and certificates of completion.

Notify the media of your event. You can get free advertisement of your event by giving the media sufficient notice. You may also be able to get a story, after the event, on local TV and radio stations, or in the newspaper. Further in the guide are some media tips.

Mark off the course the day before the event. It does take some time to set up a course depending on the number of stations planned and their level of difficulty. Go the day before the event to measure out your stations and mark off where stations are going to be located. If you are painting the course or using engineer's crayons, you should have no problem if it rains after the course has been set up. However, other materials such as chalk or tape may be affected by the moisture and have to be replaced. Hope for dry weather!!!!!!

Create a safe zone for participants while marking off the course. This is an area that is off limits to traffic (motor vehicles) and where volunteers and participants can move about freely.

Purchase or borrow supplies. One of the major things that will have to be done well in advance of the event is purchasing or borrowing supplies. These are some of the materials that are needed to hold a rodeo:

Chalk, Paint,
Engineer crayons
Colored duct tape
Tape, masking tape
Cones or police tape
Paper for printing
Pens/Pencils
Clipboards
Tape measures
Station signs
Cardboard box
Traffic signs/signals
Laminating machine and sleeves
Stop watch
Bicycle inspection sheets
Props – cars, trees, fencing
Printed safety education materials
First aid kit
Certificates
String
Mini-cones, sponges, or tennis balls cut in half

Assemble tables and chairs for the following stations: Registration, Bicycle Inspection, Helmet Fitting, Hand Signals, Bicycle Licensing, and the Finish area.

Bicycle Repair Tools – Most bicycle shops will bring their own tools to repair the bicycles if they are helping out at the event. If a bicycle repair shop is not helping at the event, you will need tools and a volunteer knowledgeable in checking bicycles and making minor bicycle repairs.

Bicycle Helmets – Always have some on hand!

Refreshments for volunteers are not necessary; however, if you have the funding available to purchase them it is a nice touch – especially bottled water on a hot day.

Make signs to identify the different stations (Example: Station 2 – *Bike Inspections*). Also, make a sign to acknowledge all of the community partners that are supporting the event. Whether it's through a donation or helping out that day, let the community know who helped make the event possible (Example: Station 2 – *Bike Inspections, Bikeline of Allentown*).

Giveaways / Prizes: You may want to give children a certificate of completion and a bag of giveaways / safety literature at the completion of the skills course. Fast food coupons, snacks, bicycle helmets, or reflective items, are some of the items that a business or civic group from the community may be willing to donate. Order your safety literature well in advance of the event and start soliciting giveaways from the community if you are planning on having them.

Volunteer Packets: Provide the volunteers with an outline of their station, map of the event, and make sure they are well versed on their responsibilities.

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

SAMPLE LETTER

Pennsylvania Chapter
Rose Tree Corporate Center II
1400 N. Providence Road
Suite 3007
Media, PA 19063-2043
Phone: 484/446-3000
800/337-2227
Fax: 484/446-3255
Email: paaap@paaap.org
www.paaap.org

Executive Board
President
David Turkewitz, M.D., FAAP
Email: dturkewitz@wellspan.org

Vice President
Maryellen Gusic, M.D., FAAP
Email: mgusic@psu.edu

Secretary/Treasurer
Jamie Calabrese, M.D., FAAP
Email: jca@the-institute.org

Members at Large
Sarah Springer, M.D., FAAP
Email:
springers@pediatricalliance.com

Pat Bruno, M.D., FAAP
Email: pjbruno@geisinger.edu

Norman Fienman, M.D., FAAP
Email: nfienman@pol.net

Cheryl Hausman, M.D., FAAP
Email: chausman@pol.net

David McConnell, M.D., FAAP
E-mail:
mcconnelldavem@atlanticbb.net

Allen Nussbaum, M.D., FAAP
Email: Rnmd67@suscom.net

Immediate Past President
Robert Cicco, M.D.
Email: rcicco@aap.net

Executive Director
Suzanne Yunghans
Email: syunghans@paaap.org

Traffic Injury Prevention Project
Pennsylvania
1-800-CAR BELT

April 2, 2008

BICYCLE RODEO

Reagan Elementary School
Attention: Dr. Margaret George, Principal
525 North Presidential Drive
Rosemont, PA 19010

Dear Dr. George:

The Pennsylvania Traffic Injury Prevention Project (PA TIPP) is holding a bicycle rodeo Saturday, June 7, 2008, from 9:00 a.m. to 12 noon at 1400 N. Providence Road, Media, PA.

Did you ever hear of a bicycle rodeo? A bicycle rodeo is a variety of safety skills tests and hands-on instruction designed to examine the ability of children while riding on a bicycle. As part of the rodeo, the PA TIPP will be inspecting the children's bicycles and helmets, allowing the children to participate in a series of different skills tests, and providing safety materials to the children at the end of the course.

According to PennDOT's 2006 crash statistics, children ages 5 to 15 were involved in 557 bicycle crashes resulting in 593 reported injuries. These numbers are almost identical to the statistics involving all bicyclists age 16 and older. Nationally, children ages 5 to 15 are the most vulnerable to death and injury while riding a bicycle. It is never too early to teach children about the importance of bicycle safety.

I am writing to invite your students and their parents or guardians to participate in this exciting event. Your school and students are located near the bike rodeo event.

I can provide flyers for the school to hand out to each and every child if you will be able to promote the bike rodeo. If you have any questions or need additional information, please contact me at 1-800-CAR-BELT. Otherwise I will call you next week to see if you are interested in participating.

Sincerely,

Traffic Injury Prevention Project

Neighborhood Bicycle Derby for Kids

Sponsored by

PA Traffic Injury Prevention Project

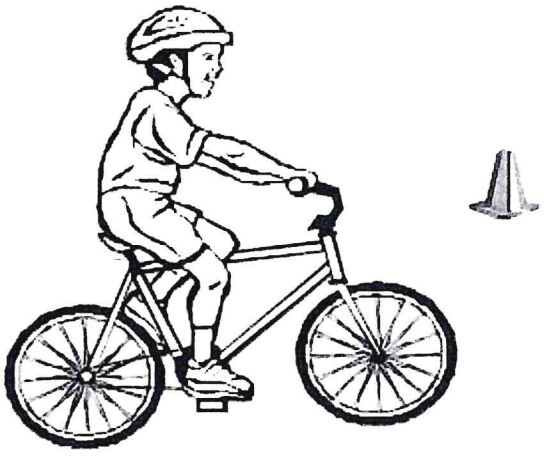
Saturday, June 7, 2008
9:00 a.m. to 12 noon

Rose Tree Corporate Center II
1400 N. Providence Road, Media, PA

Rain or shine

FOR
MORE INFO
CALL
1-800-CAR BELT

KIDS
BRING YOUR
PARENTS, BIKE, AND
HELMET

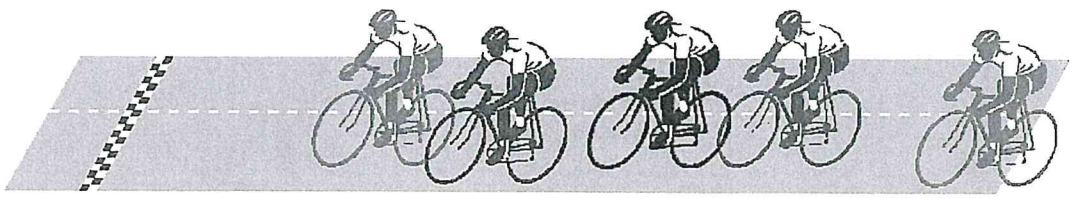


COOL STUFF!

RIDING SKILLS COURSE
BICYCLE INSPECTIONS
HELMET FITTING
FREE LICENSE
ACTIVITIES

PA LAW REQUIRES ALL CHILDREN UNDER 12 TO WEAR AN APPROVED BIKE HELMET.

Promoting the Event to the Media



Media Promotion

Promoting your event to the media is important in many ways. Not only does it help get the message out that bicycle safety is important in your community, it is an acknowledgement of your volunteer participants and organizations. This section provides four ways to promote your event to the media.

Let's start with the basics. There are two different types of press releases to notify the media of the event prior to an event. There is the **regular press release** and the **media advisory**. Let us first begin with the regular press release.

A **press release** should be written in Times New Roman / Arial font with a 12 point size. You will want to start by listing where the release is from and who the media should contact for an interview. If you have organization letterhead, use it.

The press release should start with a title line in bold font, with all capital letters, announcing the event. You can also use a subtitle. After the title, proceed to writing the body of the release. Provide the who, what, where, when, and why throughout the body of the release. Also, double-space between the lines for easy reading.

Don't forget to include the community partners who are helping with the event when writing the press release. Everybody likes to read their name in the newspaper or hear it on the radio or TV. Your community partners are giving their time to help you, so include them in your release. Besides, it is goodwill publicity for the company or organization that is participating in the event and the media might be more attracted to attend because of a particular organization's support.

The second type of release is the **media advisory**. Again, start off by listing where the release is from and who the media should contact for an interview. The release title should say, "Media Advisory / Photo Opportunity." You are advising the media of the event and the opportunity for the newspaper or TV station to get a good photograph or film clip. Use a large, bold font to list "Media Advisory" as the header.

Next, instead of writing a story to give the details, just give the media the basics. List the who, what, where, and when with the specific detail points. You can use an editor's note to explain why.

Don't forget to list the community partners who are participating. The media might be more interested in getting a photo or TV clip of one of the community partners assisting you!

The first two types of releases are specifically directed towards getting the media to come to your event. The third release is a **Public Service Announcement** (PSA). PSAs are short advertising clips and are geared more toward radio and TV. Ask the media outlet, well in advance of your event, if they will play the PSA promoting your event to the general public on their station.

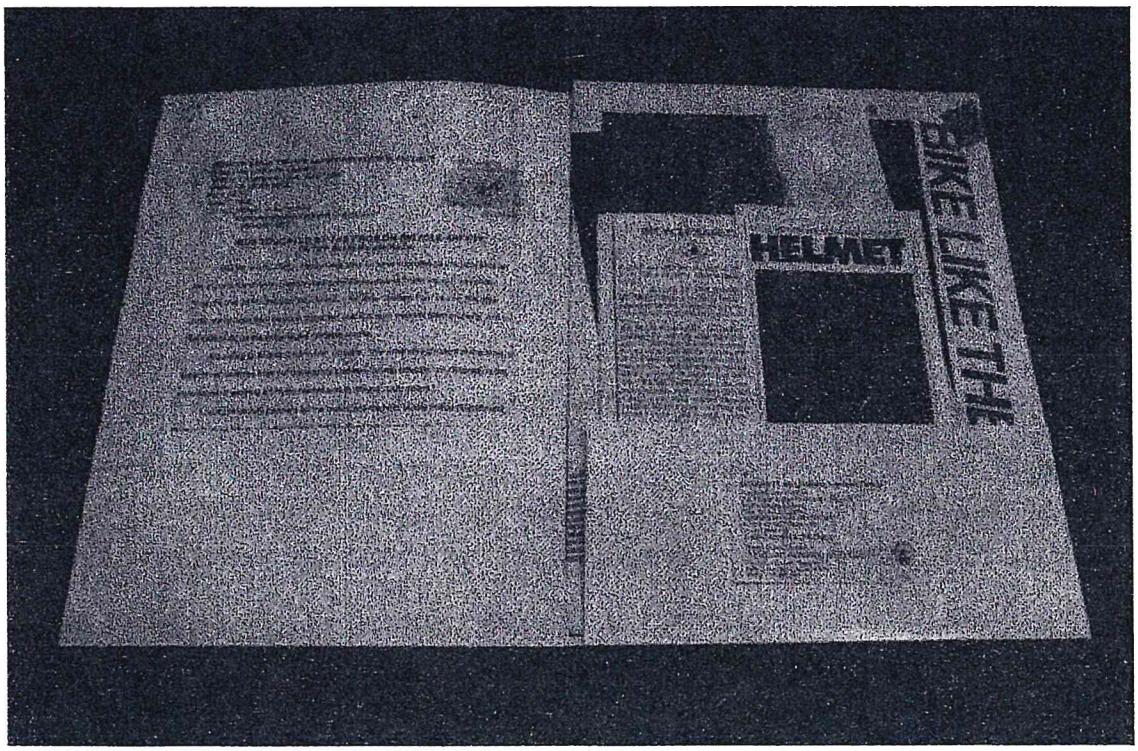
Finally the last release is another type of **regular press release**. The release is written specifically about the events of the day, and is provided to the media as part of a media kit.

When putting together a media kit, you should place your press release in a pocket folder and include the business card of the designated contact person. Although the name of the designated contact is on the press release, it is reaffirming that they are the contact. The media kit should also include any other handouts that the children and adults are receiving as part of the event, such as educational safety brochures, dear parent letter, etc.

The contact person for the media should be available at the event to hand out the media kits and deliver any media interviews on camera, by radio, or in writing. The contact person for the media has to prepare, in advance, responses to provide the events purpose, key messages, and other information they want to give to the public. It is very important to be prepared.

A sample of the four different types of releases is provided. They are being provided to assist you in promoting your bicycle safety event.

SAMPLE MEDIA KIT



PENNSYLVANIA TRAFFIC INJURY PREVENTION PROJECT
Rose Tree Corporate Center II
1400 N. Providence Road, Suite 3007
Media, PA 19063-2043
PR # 01-08
May 13, 2008
Contact: PA Traffic Injury Prevention Project
1-800-CAR-BELT

PA TIPP TO HOLD BICYCLE RODEO FOR KIDS

MEDIA, PA (5/13/08) - Educating children on the importance of bicycle safety will be the focus of the Pennsylvania Traffic Injury Prevention Project's (PA TIPP) first ever bicycle rodeo for kids. On Saturday, June 7, PA TIPP will hold a bicycle rodeo for kids at their office parking lot, located at 1400 N. Providence Road, Media. The bicycle rodeo will be held from 9:00 a.m. to 12 noon.

There will be free bicycle and helmet safety inspections and a safety skills course for children to test their ability. There will also be a free bicycle helmet raffle and bicycle licenses.

The Media Police Department will be participating in the rodeo along with Barry's Cycling Shop and the PennDOT funded Delaware County Comprehensive Highway Safety Program.

Children should bring a parent or adult, their bicycle, and their bicycle helmet. PA law requires all children under age 12 to wear an approved bike helmet.

According to the PA TIPP, "In 2006, there were 1,352 bicycle crashes and 13 deaths in Pennsylvania. Of those cyclists, the most vulnerable group to sustain injury or death are children between the ages of 5 and 15. Through education, children can learn the importance of being safe cyclists to help prevent these needless tragedies."

FOR MORE INFORMATION ON THE RODEO CALL: 1-800-CAR-BELT.

###

PENNSYLVANIA TRAFFIC INJURY PREVENTION PROJECT
Rose Tree Corporate Center II
1400 N. Providence Road, Suite 3007
Media, PA 19063-2043
PR # 03-08
May 30, 2008
Contact: PA Traffic Injury Prevention Project
1-800-CAR-BELT

Traffic Injury Prevention Project
Pennsylvania
1-800-CAR BELT

MEDIA ADVISORY

PHOTO OPPORTUNITY

WHO: Pennsylvania Traffic Injury Prevention Project
Media Police Department
Delaware County Highway Safety Program
Barry's Cycling Shop

WHAT: **Will be holding a bicycle rodeo for area children.**

WHERE: Pennsylvania Traffic Injury Prevention Project
1400 N. Providence Road, Media (parking lot)

WHEN: **Saturday, June 7, 2008**
9:00 a.m. to 12:00 p.m.

Editor's Note: The purpose of a bicycle rodeo is to teach children various bicycle safety skills by using simulated real life situations. Children will ride through a riding skills course to learn bicycle safety techniques. In addition, the children will have their bicycles inspected and licensed, and their helmets properly fitted.

###

PENNSYLVANIA TRAFFIC INJURY PREVENTION PROJECT
Rose Tree Corporate Center II
1400 N. Providence Road, Suite 3007
Media, PA 19063-2043
PR # 04-08
June 7, 2008
Contact: PA Traffic Injury Prevention Project
1-800-CAR-BELT

KIDS EDUCATED BY THE PROS ON BICYCLE SAFETY

PA TIPP Holds Bicycle Rodeo

MEDIA, PA (6/7/08) – Today local children were educated by the local pros on the importance of bicycle safety during the Pennsylvania Traffic Injury Prevention Project's (PA TIPP) first ever bicycle rodeo for kids. Children from all over the area came out to have their bicycles inspected and licensed, helmets fitted properly, and to test their skills on the extravagant safety skills course.

According to PA TIPP, "We were very pleased at the level of support we received from our community partners to help educate our children on the importance of wearing a bicycle helmet and to always bicycle safely."

Local community partners for the event included the Media Police Department, Barry's Cycling Shop, and the PennDOT funded Delaware County Comprehensive Highway Safety Program.

Children were asked to bring a parent or adult, their bike, and their bicycle helmet. PA law requires all children under age 12 to wear an approved bike helmet. To their surprise, children that did not have a helmet received one for free, compliments of the PA Chapter of the American Academy of Pediatrics.

In addition, the Media Police Department played a favorite childhood game of "Simon Says" to teach children the basics of hand signals while riding their bike.

###

PENNSYLVANIA TRAFFIC INJURY PREVENTION PROJECT
Rose Tree Corporate Center II
1400 N. Providence Road, Suite 3007
Media, PA 19063-2043
PR # 02-08
May 13, 2008
Contact: PA Traffic Injury Prevention Project
1-800-CAR-BELT

PUBLIC SERVICE ANNOUNCEMENTS

:15

Worried about your child riding a bicycle with traffic this summer? Brush up on bike safety skills at PA TIPP's Bike Rodeo on Saturday, June 7, from 9:00 a.m. to 12 noon held at 1400 N. Providence Road in Media. There will be free giveaways and more.

:15

PA TIPP will be holding a bicycle rodeo this Saturday from 9:00 a.m. to 12 noon at 1400 N. Providence Road in Media. Children should bring their bicycle, helmet, and a parent or guardian to participate. Free water bottles, safety information, and more will be distributed.

# # #

Welcome Stations

Station One

Registration

Station One is where it all begins. When parents and children arrive at the bicycle rodeo, or derby, or bicycle safety event, the registration table should be their first stop. Have a sign-in sheet for the parents and / or children so you can keep track of how many people attended your event. The sign-in numbers could also be used as an indicator for planning next year's event when it comes to ordering materials and supplies.

The Registration Station is really parent orientation. This is the time that any written information targeted toward the parent(s) should be distributed such as the Dear Parent letter, etc.

If a legal waiver is being used at the event, it is important to present the parent(s) with any type of legal waiver at the registration station, before the child participates in the event. Some events use waivers, others do not. It is your organizations decision to use a waiver or not.

During the orientation process, the registration table attendants should go over the comments page, course outline, briefly explain the other stations, and direct the parent(s) to where the child needs to go next. The registration table attendants should also have the parent(s) start filling in the child's name and address on the hang tag or bicycle inspection checklist form (whichever you are using). This will enable the people working at the inspection station to maintain their focus on inspecting the bicycles.

The hang tag consists of a reduced size bicycle inspection form copied on one side of card stock and the rodeo score card or station check off on the other side. Card stock is used for durability. At the bicycle inspection station, the bicycle mechanic will follow the inspection outline and place his remarks on the card. At the other stations, the card will be initialed or scored to show that the child participated at each station.

Using the hang tag allows the card to be attached to the bicycle and checked off at each station. The child does not have to carry the tag and can keep both hands on the handlebars and concentrate on their skill activities.

DO NOT distribute the safety literature or any giveaways you may have for the child at the Registration Station. A separate station or table should be set up at the end of the rodeo to distribute these items. Wait until the child has completed all of the stations in the course to distribute such items. This enables the parent(s) to be able to make notes, as they go from station to station with their child, on their comments page.

(Note: Some bicycle rodeos do not let the parents walk through the skills course because it adds to the confusion. I encourage you to let the parents participate.)

Good luck and have a successful event!

SAMPLE RELEASE & WAIVER

This is a sample of a release and waiver that was developed by the Pennsylvania Attorney Generals Office for PENNDOT Engineering District 5-0's bicycle rodeo. The rodeo was held at the PENNDOT facility, which is Commonwealth of Pennsylvania property. All children attending the bicycle rodeo were asked to bring their parent or guardian so:

1. The parent/guardian could participate in the rodeo process and see if the child needed improvement on any skills.
2. The parent/guardian could sign the release and waiver, which was required by PENNDOT, before the child could participate.

RELEASE AND WAIVER

1. I have voluntarily allowed my child to participate in the bicycle rodeo program.

2. I understand participation in the bicycle rodeo program involves riding a bicycle through various obstacle courses.

3. I will carefully examine the site of the event. If the site appears to me to be unsafe, I will not participate or allow my child to participate in the program.

4. My child will take all safety precautions recommended by the program's sponsors to try to avoid danger to his/her self or others.

5. I hereby release the Commonwealth of Pennsylvania and the Department of Transportation from any liability and agree not to sue for any injury to my child, myself, or damage to my property, whether caused by the negligence of the Department of Transportation, myself, or someone else, while I or my child are participating in the bicycle rodeo program.

6. I have read this release and intend to be legally bound by its terms.

Signature _____

Name _____
(Printed or Typed)

Date _____

This release and waiver is only a model that fit PENNDOT's needs to hold a bicycle rodeo on their property. Check with your own attorney to see if this basic type of waiver and release fits your organizations needs.

RELEASE AND WAIVER

1. I have voluntarily allowed my child to participate in the bicycle rodeo program.

2. I understand participation in the bicycle rodeo program involves riding a bicycle through various obstacle courses.

3. I will carefully examine the site of the event. If the site appears to me to be unsafe, I will not participate or allow my child to participate in the program.

4. My child will take all safety precautions recommended by the program's sponsors to try to avoid danger to his/her self or others.

5. I hereby release the _____ and the _____ from any liability and agree not to sue for any injury to my child, myself, or damage to my property, whether caused by the negligence of the _____, myself, or someone else, while I or my child are participating in the bicycle rodeo program.

6. I have read this release and intend to be legally bound by its terms.

Signature _____

Name _____
(Printed or Typed)

Date _____

Post this information on a sign for all to see if you are using a rating system to keep points.

RATING SYSTEM

In this rodeo, you will receive points for going through the skills stations. The better you demonstrate the skill being observed, the more points you will receive.

Here is what the points mean:

1 Point: **Try Again** (Do not enter the roadway until the skill is perfected.)

2 Points: **Good** (Improvement is necessary before entering the roadway.)

3 Points: **Better** (Practice is needed before entering the roadway.)

4 Points: **Best** (Road Ready)

Some rodeos place the rating system on the opposite side of the hang tag with the score card in lieu of the inspection checklist; and use the large inspection checklist for the bicycle inspection.

SAMPLE

Comments and problems:

Station One: Registration

Station Two: Bicycle Inspection

Station Three: Helmet Fitting

Station Four: _____

Station Five: _____

Station Six: _____

Station Seven: _____

Station Eight: _____

Station Nine: _____

Station Ten: _____

Station Eleven: _____

Station Twelve: _____

Station Thirteen: _____

This type of comments and problems page can be placed on the reverse side of the Dear Parents Letter. The purpose of this page is for parents to make notes to themselves on skills where the child needs improvement(s). Parents will view these problems while going through the various stations with their child and hopefully work with their child to improve the deficient skills. The number of stations listed should match the number of stations for your event.

Dear parent .....

Welcome to our community bicycle rodeo. Today, your child will learn some new and valuable traffic skills. You can do your part by continuing the education of traffic safety with your child at home.

The first thing to remember is that your child's bicycle is a vehicle and your child is the driver. He or she has all the rights and responsibilities that are defined in the Pennsylvania Consolidated Statues, Title 75 (Vehicle Code).

All children under 12 years of age are required by Pennsylvania law to wear an approved bicycle helmet meeting ANSI * SNELL * ASTM or any other nationally recognized certification (CPSC) when operating or riding as a passenger on a pedalcycle (bike) or in a trailer towed by a pedalcycle.

According to PennDOT's 2006 crash statistics, children ages 5 to 15 were involved in 557 bicycle crashes resulting in 593 reported injuries – this number is slightly less than those involving <u>all</u> bicyclists ages16 and older. Nationally children ages 5 to 15 are the most vulnerable to death and injury while riding a bicycle.

It is up to you to make sure your child lives up to the responsibilities of riding a bicycle. Here are some important safety tips for your young rider to always abide by:

- ☑ Always wear a bicycle helmet.
- ☑ Ride on the **Right** with the flow of traffic.
- ☑ Obey all traffic signs and signals.
- ☑ Use proper hand signals.
- ☑ Ride in a single file.
- ☑ Do not ride in the wrong direction on one-way streets.
- ☑ **Stop and look left, right, and left again** when exiting a driveway. Exit only when there is no traffic present.
- ☑ Do not carry passengers.
- ☑ Wear bright colors and be visible.
- ☑ Ride in a straight line.
- ☑ Give pedestrians the right-of-way.
- ☑ Be courteous to motorists.

Nine things to keep in mind about children in traffic:

1. Young children have difficulty looking for oncoming traffic due their short stature being blocked by parked cars, bushes, etc.,
2. Children often have difficulty telling where a sound (like a siren) comes from.
3. Children often lack a sense of danger.
4. Children are often restless and have trouble waiting for traffic signals.
5. Children have trouble understanding a complex chain of events.
6. Children have trouble judging the speed and distance of oncoming cars.
7. Children tend to only focus on things that interest them the most.
8. Children often mix fantasy with reality.
9. Children believe that grown ups will look out for them.

SAMPLE

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station Number	Station Name	Score
Station One:	Registration	_____
Station Two:	Bike Inspection	_____
Station Three:	Helmet Fitting	_____
Station Four:	Hand Signals	_____
Station Five:	Krazy Korner	_____
Station Six:	Balance at Slow Speed	_____
Station Seven:	Maneuvering & Weaving	_____
Station Eight:	Stopping Ability	_____
Station Nine:	The Driveway	_____
Station Ten:	Traffic Signal	_____
Station Eleven:	Left Turn from Stop Sign	_____
Station Twelve:	Circling and Balance	_____
Station Thirteen:	Figure Eight	_____
Station Fourteen:	Road Hazards	_____
Station Fifteen:	Wrap Up	_____
	Total Score	_____

Place this information on the reverse side of the bicycle inspection hang tag. The number and types of skills stations being offered at your event is what will be listed on the tag. Only use a score card if you are keeping score. However, you can also use this same basic format if you are checking off each skills station with a signature to indicate that the participant went through each station.

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Pass / Fail

Station One: Registration - Welcome to Bike Fest

Station Two: Bicycle Inspection / Helmet Fitting

Station Three: Licensing

Station Four: Safety Talk_____

Station Five: Balance at Slow Speed_____

Station Six: Maneuvering and Weaving_____

Station Seven: Stopping Ability_____

Station Eight: Hand Signals _____

Station Nine: Finish

Bonus Course

Station A: Krazy Korner _____

Station B: Figure Eight _____

Station C: Tight Road Hazards _____

Pass / Fail _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Pass / Fail

Station One: Registration - Welcome to Bike Fest

Station Two: Bicycle Inspection / Helmet Fitting

Station Three: Licensing

Station Four: Safety Talk_____

Station Five: Balance at Slow Speed_____

Station Six: Maneuvering and Weaving_____

Station Seven: Stopping Ability_____

Station Eight: Hand Signals _____

Station Nine: Finish

Bonus Course

Station A: Krazy Korner _____

Station B: Figure Eight _____

Station C: Tight Road Hazards _____

Pass / Fail _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Pass / Fail

Station One: Registration - Welcome to Bike Fest

Station Two: Bicycle Inspection / Helmet Fitting

Station Three: Licensing

Station Four: Safety Talk_____

Station Five: Balance at Slow Speed_____

Station Six: Maneuvering and Weaving_____

Station Seven: Stopping Ability_____

Station Eight: Hand Signals _____

Station Nine: Finish

Bonus Course

Station A: Krazy Korner _____

Station B: Figure Eight _____

Station C: Tight Road Hazards _____

Pass / Fail _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Pass / Fail

Station One: Registration - Welcome to Bike Fest

Station Two: Bicycle Inspection / Helmet Fitting

Station Three: Licensing

Station Four: Safety Talk _____

Station Five: Slow Balance _____

Station Six: Serpentine _____

Station Seven: Braking - Rock Dodge _____

Station Eight: Hand Signals _____

Station Nine: Finish

Bonus Course

Station A: Kaos Korner _____

Station B: Figure 8 _____

Station C: Tight Bay Turn _____

Pass / Fail _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Score:

Station One: Registration _(initial)_____

Station Two: Bicycle Inspection ___(see reverse side)___

Station Three: Helmet Inspection _(initial)_____

Station Four: Hand Signals _(initial)_____

Station Five: Krazy Corner _____

Station Six: Balance at Slow Speed _____

Station Seven: Maneuvering & Weaving _____

Station Eight: Stopping Ability _____

Station Nine: The Driveway _____

Station Ten: Traffic Signal _____

Station Eleven: Left Turn _____

Station Twelve: Signaling _____

Station Thirteen: Circling & Balance _____

Station Fourteen: Figure Eight _____

Total Score (44 points possible) _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Score:

Station One: Registration _(initial)_____

Station Two: Bicycle Inspection ___(see reverse side)___

Station Three: Helmet Inspection _(initial)_____

Station Four: Hand Signals _(initial)_____

Station Five: Krazy Corner _____

Station Six: Balance at Slow Speed _____

Station Seven: Maneuvering & Weaving _____

Station Eight: Stopping Ability _____

Station Nine: The Driveway _____

Station Ten: Traffic Signal _____

Station Eleven: Left Turn _____

Station Twelve: Signaling _____

Station Thirteen: Circling & Balance _____

Station Fourteen: Figure Eight _____

Total Score (44 points possible) _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Score:

Station One: Registration _(initial)_____

Station Two: Bicycle Inspection ___(see reverse side)___

Station Three: Helmet Inspection _(initial)_____

Station Four: Hand Signals _(initial)_____

Station Five: Krazy Corner _____

Station Six: Balance at Slow Speed _____

Station Seven: Maneuvering & Weaving _____

Station Eight: Stopping Ability _____

Station Nine: The Driveway _____

Station Ten: Traffic Signal _____

Station Eleven: Left Turn _____

Station Twelve: Signaling _____

Station Thirteen: Circling & Balance _____

Station Fourteen: Figure Eight _____

Total Score (44 points possible) _____

Bike Rodeo Score Card

_____

Have this card checked at each station.

Station #: Station Name Score:

Station One: Registration _(initial)_____

Station Two: Bicycle Inspection ___(see reverse side)___

Station Three: Helmet Inspection _(initial)_____

Station Four: Hand Signals _(initial)_____

Station Five: Krazy Corner _____

Station Six: Balance at Slow Speed _____

Station Seven: Maneuvering & Weaving _____

Station Eight: Stopping Ability _____

Station Nine: The Driveway _____

Station Ten: Traffic Signal _____

Station Eleven: Left Turn _____

Station Twelve: Signaling _____

Station Thirteen: Circling & Balance _____

Station Fourteen: Figure Eight _____

Total Score (44 points possible) _____

Bicycle Check Form

Owner's name: _____

Address: _____

_____

Make/Model: _____

Serial Number: _____

License Number: _____

Size: too tall ( ) too small ( )

Saddle: too low ( ) too high ( )

Frame: **bent:** fork top tube down tube seat tube rear stays chain stays

Bearings: **loose (L) or tight (T):** rear wheel ( ) front wheel ( ) pedals ( ) bottom bracket ( ) headset ( )

Handbrakes: **front (F), rear (R), or both (B):** loose levers ( ) worn pads ( ) frayed cable ( ) doesn't work ( ) rough action ( ) needs adjustment ( )

Footbrakes: not hooked up ( ) doesn't work ( ) chain too loose ( )

Front Wheel: **needs:** truing spokes new tire new rim

Rear Wheel: **needs**: truing spokes new tire new rim

Handlebars: loose crooked no end plugs grips (or tape) loose

Reflectors: **needs:** front ( ) rear ( ) front wheel ( ) rear wheel ( )

Remark

Bicycle Check Form

Owner's name: _____

Address: _____

_____

Make/Model: _____

Serial Number: _____

License Number: _____

Size: too tall ( ) too small ( )

Saddle: too low ( ) too high ( )

Frame: **bent:** fork top tube down tube seat tube rear stays chain stays

Bearings: **loose (L) or tight (T):** rear wheel ( ) front wheel ( ) pedals ( ) bottom bracket ( ) headset ( )

Handbrakes: **front (F), rear (R), or both (B):** loose levers ( ) worn pads ( ) frayed cable ( ) doesn't work ( ) rough action ( ) needs adjustment ( )

Footbrakes: not hooked up ( ) doesn't work ( ) chain too loose ( )

Front Wheel: **needs:** truing spokes new tire new rim

Rear Wheel: **needs**: truing spokes new tire new rim

Handlebars: loose crooked no end plugs grips (or tape) loose

Reflectors: **needs:** front ( ) rear ( ) front wheel ( ) rear wheel ( )

Remark:

Bicycle Check Form

Owner's name: _____

Address: _____

_____

Make/Model: _____

Serial Number: _____

License Number: _____

Size: too tall ( ) too small ( )

Saddle: too low ( ) too high ( )

Frame: **bent:** fork top tube down tube seat tube rear stays chain stays

Bearings: **loose (L) or tight (T):** rear wheel ( ) front wheel ( ) pedals ( ) bottom bracket ( ) headset ( )

Handbrakes: **front (F), rear (R), or both (B):** loose levers ( ) worn pads ( ) frayed cable ( ) doesn't work ( ) rough action ( ) needs adjustment ( )

Footbrakes: not hooked up ( ) doesn't work ( ) chain too loose ( )

Front Wheel: **needs:** truing spokes new tire new rim

Rear Wheel: **needs**: truing spokes new tire new rim

Handlebars: loose crooked no end plugs grips (or tape) loose

Reflectors: **needs:** front ( ) rear ( ) front wheel ( ) rear wheel ( )

Remark:

Bicycle Check Form

Owner's name: _____

Address: _____

_____

Make/Model: _____

Serial Number: _____

License Number: _____

Size: too tall ( ) too small ( )

Saddle: too low ( ) too high ( )

Frame: **bent:** fork top tube down tube seat tube rear stays chain stays

Bearings: **loose (L) or tight (T):** rear wheel ( ) front wheel ( ) pedals ( ) bottom bracket ( ) headset ( )

Handbrakes: **front (F), rear (R), or both (B):** loose levers ( ) worn pads ( ) frayed cable ( ) doesn't work ( ) rough action ( ) needs adjustment ( )

Footbrakes: not hooked up ( ) doesn't work ( ) chain too loose ( )

Front Wheel: **needs:** truing spokes new tire new rim

Rear Wheel: **needs**: truing spokes new tire new rim

Handlebars: loose crooked no end plugs grips (or tape) loose

Reflectors: **needs:** front ( ) rear ( ) front wheel ( ) rear wheel ( )

Remark:

Station Two

Bicycle Inspection

The Bicycle Inspection will take a few minutes for each child's bicycle.

As stated to the parents in the Dear Parents Letter from orientation, according to Pennsylvania Law, bicycles are considered vehicles of transportation. Like any automobile, a bicycle must be safe and mechanically sound for its driver. Children participating in the bicycle rodeo must have a **properly functioning** and **SAFE** bicycle in order to participate!

The bicycle inspection station is one of the most important stations at your event. Every effort should be made to recruit a qualified bicycle mechanic to work at this station. It is best to find a bicycle shop in your community that is willing to donate their time to inspect the children's bicycles and make minor repairs if necessary. Another good source for recruiting bicycle mechanics is from an active bicycle club.

The bicycle inspection area is not set up to do major repairs or to renovate the child's bicycle. It is set up to inspect the bicycle for safety deficiencies that would make the bicycle unsafe to ride.

- If minor repairs can be made to correct the problems, in the best interest of safety make the repairs.
- If the repairs are more than minor, there are no qualified mechanics making repairs, and **the child's bicycle has been deemed unsafe to ride, the child must borrow a bicycle or cannot participate in the skills course.**

Bicycle Mechanics will:

1. Use the hang tag or inspection form that the parent(s) / child were given at registration.
2. Complete the make, model, and serial number sections.
3. Make sure the bicycle is the right size and proper fit for the child.
4. Review and inspect the areas on the bicycle listed on the inspection form.
5. Make minor mechanical adjustments if necessary or possible.
6. Make comments in the remarks section if repairs can not be made or there are things the parent should watch out for on the bicycle.

Note: The inspection form is only a guide and tool. Let the bicycle shop decide what is best for them to do. It is always good to have them part of your planning team or to meet with them prior to the event. Show them the hang tag and discuss the inspection check list with them prior to the event, so everybody is in agreement.

Bicycle Check Form

Owner's name: _____

Address: _____

_____

Make/Model: _____

Serial Number: _____

License Number: _____

Size: too tall ( ) too small ( )

Saddle: too low ( ) too high ( )

Frame: **bent:** fork top tube down tube seat tube rear stays chain stays

Bearings: **loose (L) or tight (T):** rear wheel ( ) front wheel ( ) pedals ( )
bottom bracket ( ) headset ( )

Handbrakes: **front (F), rear (R), or both (B):** loose levers ( ) worn pads ( )
frayed cable ( ) doesn't work ( ) rough action ( )
needs adjustment ( )

Footbrakes: not hooked up ( ) doesn't work ( ) chain too loose ( )

Front Wheel: **needs:** truing spokes new tire new rim

Rear Wheel: **needs:** truing spokes new tire new rim

Handlebars: loose crooked no end plugs grips (or tape) loose

Reflectors: **needs:** front ( ) rear ( ) front wheel ( ) rear wheel ( )

Remarks: _____

_____

_____

_____

Traffic Injury Prevention Project
Pennsylvania
1-800-CAR BELT

Station Three

Helmet Fitting

Bicycle helmets are just as important to cycling as the bicycle. Each year, emergency departments treat approximately 600,000 bicycle injuries. Half of these injuries occur in children between the ages of 5 and 15. One third of these injuries involve the head, neck and face. The use of a bicycle helmet will not only reduce the likelihood of serious head injuries by 85%, but make the cyclist more visible to motorists.

In Pennsylvania, a bicycle is considered a vehicle and, as such, is governed by a general set of rules (common to all vehicles) and a specific set of rules (designed for bicycles). Title 75 of the Pennsylvania Consolidated Statutes contains the laws which govern the operation of vehicles on Pennsylvania roads. The following section of Title 75 pertains to the use of bicycle helmets.

Section 3510. Pedalcycle helmets for certain persons.
(a) General rule.-- A person under 12 years of age shall not operate a pedalcycle or ride as a passenger on a pedalcycle unless the person is wearing a pedalcycle helmet meeting the standards of the American National Standards Institute, the American Society for Testing and Materials, the Snell Memorial Foundation's Standards for Protective Headgear for Use in Bicycling or any other nationally recognized standard (CPSC) for pedalcycle helmet approval. This subsection shall also apply to a person who rides:

(1) upon a pedalcycle while in a restraining seat attached to a pedalcycle; or
(2) in a trailer towed by a pedalcycle.

The Pennsylvania Department of Transportation strongly recommends that all bicyclists wear an approved helmet whenever they ride.

Suggestions for setting up the Helmet Fitting Station:

- Have a supply of bicycle helmets available for those children that **do not own a bicycle helmet or have a damaged bicycle helmet.** If there are no helmets available for giveaway, a limited number of helmets should still be available for use by those children that do not own a helmet or have a damaged helmet. **The loaner helmet should be disinfected each time it is used by a child.** Although it is a prerequisite that the child must have a helmet to participate in the rodeo, children will still show up to the event without one or will have a damaged helmet and not know that it should not be used.

- Have only trained volunteers fitting the helmets! Bicycle shops and highway safety programs usually have a lot of experience in fitting helmets. They will also be able to determine immediately if a child needs a new helmet or not.

- **Do not** advertise that you are giving away free helmets, even if you have an ample supply of bicycle helmets to give away. If you do advertise that you are giving away free helmets, many children will arrive without a helmet, even if they have one!

- No child can participate in the riding skills course without a helmet!

Remember, bicycle helmets are just as important to cycling as the bicycle.
No helmet, No ride!

HOW TO FIT A BICYCLE HELMET

Since the head is the only standard of fit, following these simple steps can make selecting and fitting the bicycle helmet easy.

Step 1: Inspect the helmet.

- Make sure the child's helmet is in good condition and not damaged prior to fitting.
- Helmets are also like child safety seats – good for one crash only.
  - If the child has a helmet that exhibits any signs of damage, such as: cracking on the thin plastic shell; interior foam; or wear on the straps – **REPLACE IT!**

Step 2: Measure the child's head and select the right size helmet.

- Look for the CPSC sticker on the inside of the helmet. The CPSC (U.S. Consumer Products Safety Commission) standard is required on all bicycle helmets manufactured or imported into the U.S. after March 10,1999. This standard provided more coverage of the head for children between the ages of one and five, providing them more protection. The CPSC standard **ONLY** covers bicycle helmets.
- Position the helmet correctly on the head. The helmet should be level from side to side and cover the forehead.
  - A good rule is one to two finger widths above the eyebrows or just above the frame if the rider uses glasses.

Step 3: Choose the right size padding*.

- Helmets usually come with the adjustability of traditional fit pads. Insert one of the two sizes of foam padding to make the helmet fit snugly without being uncomfortable.
  - If the helmet is too tight, add the thinner pads to the helmet
  - If the helmet is too loose, add the thicker pads to the helmet.
  - If the pads are placed properly, the helmet will stay in place and not move side-to-side or forward to backward.
- The helmet will also move the skin on the forehead when rocked back and forth.

Step 4: Adjust the side straps.

- The helmet needs to remain level across the forehead.
- Most models of helmets come with a plastic "triglide" on the straps, which join the straps to form a **V**. The front and rear strap of each **V** should be snug when the triglide is positioned just below the earlobe.

Step 5: Adjust the buckle strap or "chin strap".

- The chin strap must be tight enough to prevent the helmet from moving, but allow enough room to fit a finger width between the chin strap and the chin.
- The helmet should only be able to move back approximately one inch when pushed back from the forehead.

Step 6: Test the fit of the helmet.

- Instruct the child to shake his head up and down and side to side. If the helmet moves too much in any direction, proceed to Step 7.

Step 7: Do further helmet fitting.

- Change the padding to thicker / thinner padding as needed.
- Tighten the straps if the helmet still moves side to side or forward to backward.
- Allow enough room to fit a finger width between the chin strap and the chin.

*NOTE: Some helmets on the market come with a fitting ring rather than side pads for adjustment. These one-size-fits-all helmets require you to adjust the size of the ring. Some manufactures may require the ring to be so tight for stability that it feels uncomfortable; however, if the helmet is loose it can produce a sloppy fit and cannot be used.

Station Four

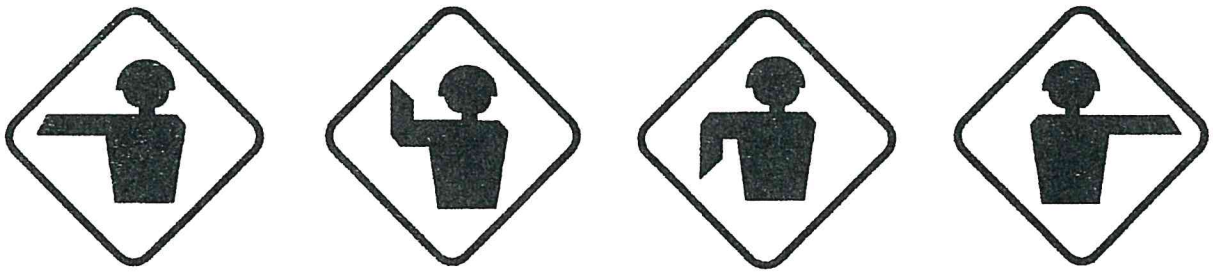
Hand Signals

Hand signals are a bicyclist's method for communicating with other drivers and using the correct hand signals will increase the safety of the bicyclist. Since a bicycle is considered a vehicle, all bicyclists must know how to signal in traffic. If a child is not yet driving on the road with traffic, he / she should still learn the hand signals to communicate with other bicyclists and pedestrians. They will also be ready to communicate in traffic when they begin driving on the roadway.

Signalization

In Pennsylvania, you are required to signal with your **left** hand as follows:

- ***Left Turn*** – Left arm extended straight out and parallel to the road.
- ***Right Turn*** - Left upper arm extended straight out and parallel to the road. The forearm and hand pointed straight up and perpendicular to the road.
  - Pennsylvania allows the following ***optional Right Turn*** – Right arm extended straight out parallel to the road.
- ***Stopping or Slowing Down*** – Left upper arm extended straight out and parallel to the road. The forearm and hand pointed straight down and perpendicular to the road.



LEFT **RIGHT** **STOP** **RIGHT (Optional)**

1. Show them the **LEFT** turn signal, the **RIGHT** turn signal, and how to indicate when coming to a **STOP.**

2. Once you have taught the hand signals to the children, a fun game to play is "Simon Says."

   Example: Simon says, "Left turn." The children have to use the proper hand signal to indicate the left turn or they are out. They are also out if you don't say, "Simon Says" and they react to the command.

Station_____

Licensing

Some municipalities require bicycles to be licensed. A bicycle license is not exactly like a car license; however, it can be very helpful if your bicycle is stolen. A bicycle license is the only means the police have of knowing who the bicycle belongs to if they find a bicycle.

If an unlicensed bicycle is found, the bicycle is less likely to be returned to the owner. The unidentified bicycle will probably be sold at the municipal auction or donated to some community group like Community Bike Works in Allentown, PA.

The Licensing Station can be set up with the welcome stations or at the very end of the skills course. Either way, if your municipality or police department offers licensing, take advantage of it and offer it through a station at your bicycle safety event.

Bicycle Registration - Bethlehem, PA

_____ License# _____ Expires 31 May _____

DO NOT WRITE ABOVE THIS LINE

DO NOT SEPARATE THIS FORM

Name_____
Last First Middle

Address_____ Phone_____

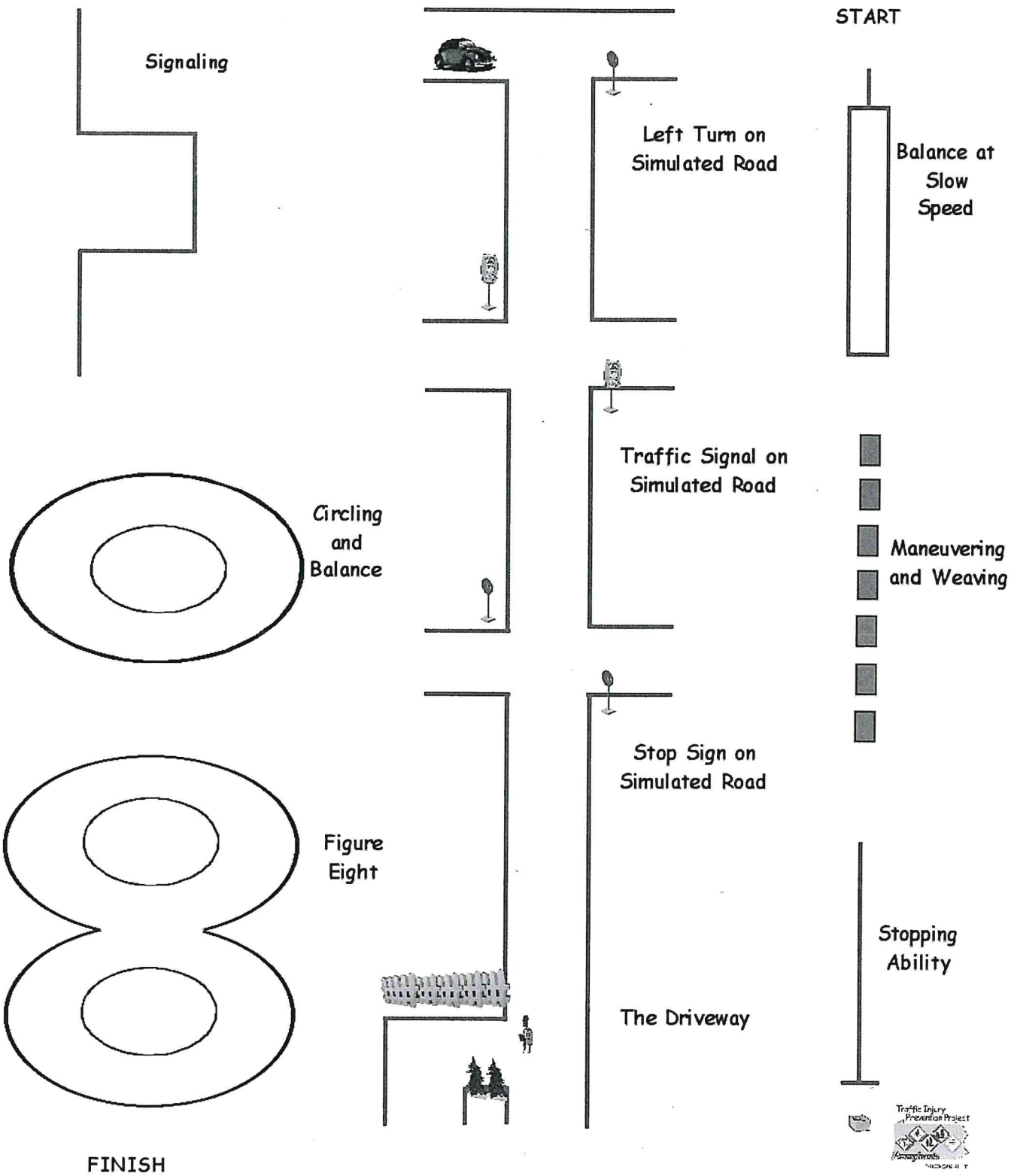
Brand Name_____ B._____ G._____

Serial #_____ Color_____

BETHLEHEM POLICE DEPT. - Bethlehem, Pennsylvania

SAMPLE

Rodeo Course Set Up

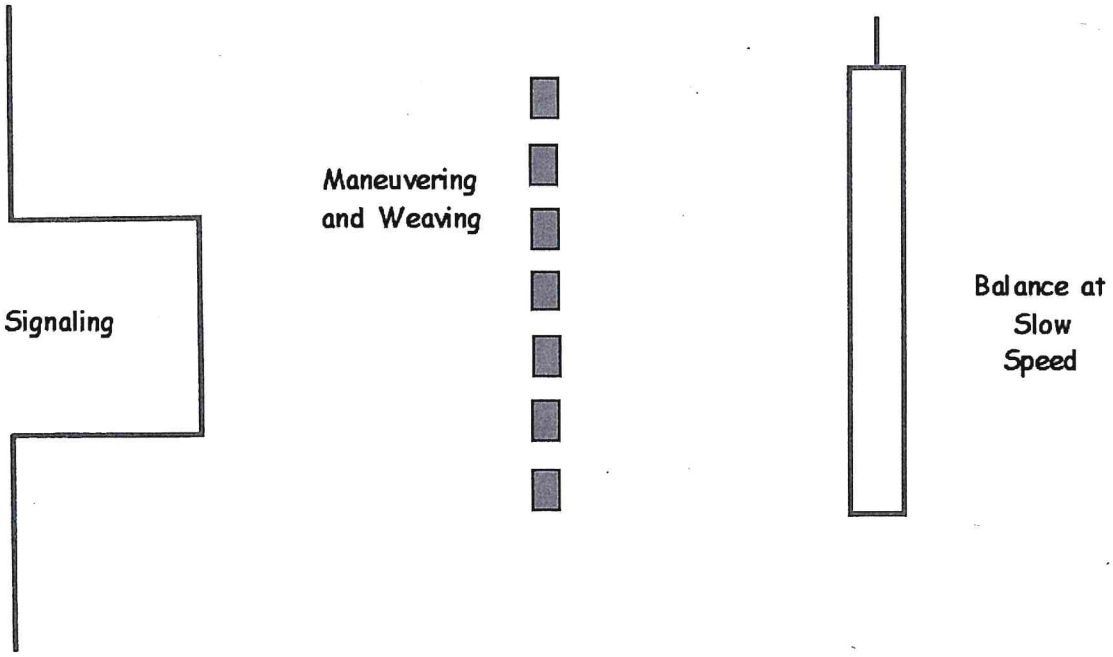


SAMPLE

Rodeo Course Set Up

(Small Course)

START



FINISH

Station_____

Krazy Korner

Estimated Time: Allow 12 minutes per group.

This station is designed to teach children about the importance of traffic laws. Allow the children to enter the confined area a few at a time. The children will begin to ride around randomly while watching out for others.

The children will then decide on some basic traffic rules.

Why is this important? Children who are involved in car / bike crashes are most often at fault, and they generally knew the traffic law that was violated. This station enables children to see first hand the reason that they must obey traffic laws, and not just because they were told to do something by an adult.

Krazy Korner is a box that is 40 feet by 40 feet or 30 feet by 30 feet with markings identifying the parameters of the box (tape, cones). An easel or chalk board will also be needed.

POST ON A SIGN THE FIVE RULES OF KRAZY KORNER

Children should:

1. **NEVER** ride into another child or bicycle!
2. Maneuver within the given boundaries.
3. Stay inside the boundaries until they are let out.
4. Keep the speed down.
5. **YOU CAN STOP TRAFFIC AT WILL!**

The lesson:

As the children arrive at the station, let them into the given area a few at a time. Read them the five traffic rules of Krazy Korner.

As more cyclists enter the station, things will become more chaotic. Shout out to the children every now and then for those driving too fast or not riding chaotic enough.

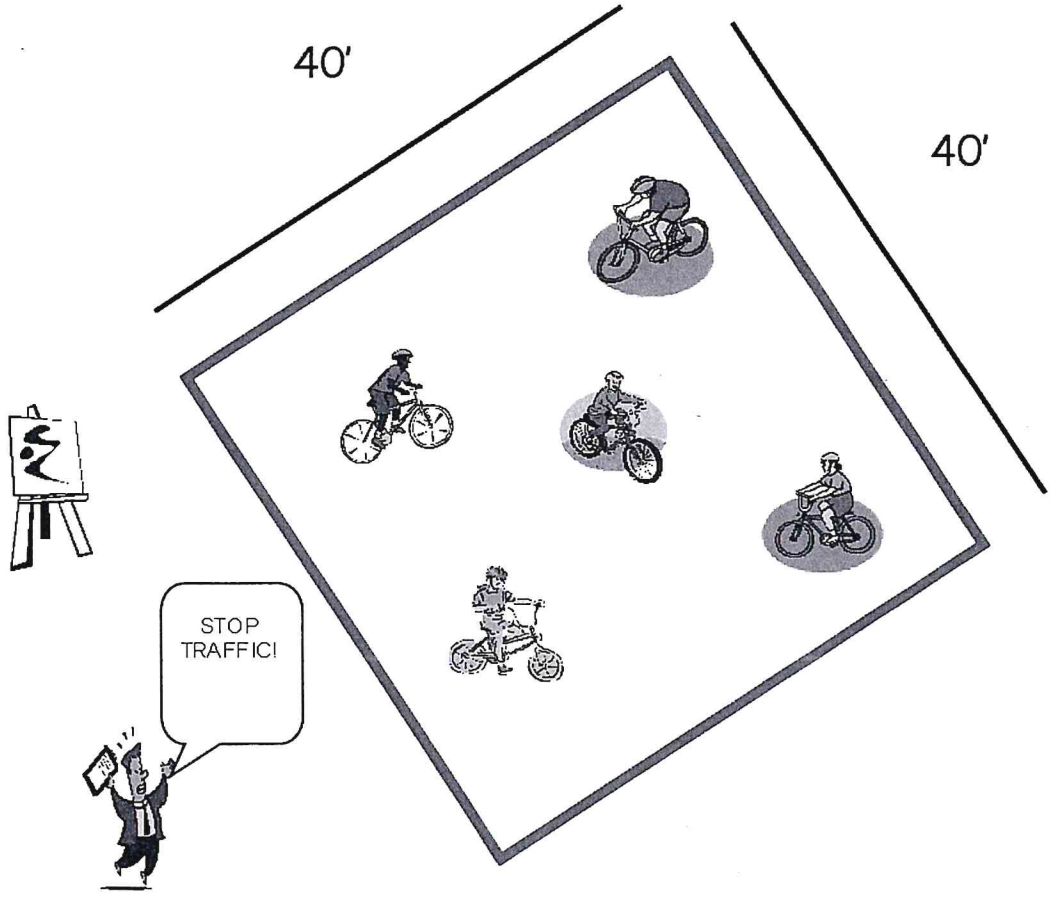
STOP TRAFFIC once the station reaches a point where the children are having a hard time getting around without running into each other.

Tell the children that law and order needs to be established. Ask the children for new laws (rules) and write them on an easel. Then let children ride around with their new traffic rules. If the new rules don't work, stop them again. This should only take a couple minutes.

Scoring:
Each student will receive a passing grade. Tell the kids that they did a good job and survived Krazy Korner.

Materials Needed: Cones, tape, and an easel or chalk board.

Krazy Korner



Station_____

Balance at a Slow Speed

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test a child's primary sense of balance when riding.

Set up two lines that are 3 feet apart and 60 feet in length to create a lane. The child should start this station a distance of 15 feet away from the lane. Tell the child to drive slowly towards the lane and to drive between the lines as slow as he / she possibly can without touching either line or putting his feet down on the pavement.

The driver must take at least 30 seconds or longer to go from one end of the lane (60 feet) to the other.

In timing the rider, watch the hub of the front wheel.

Scoring:

1. **Try again:** If the child:
   - rides down the lane and disregards going slow
   - drives outside of the lane.

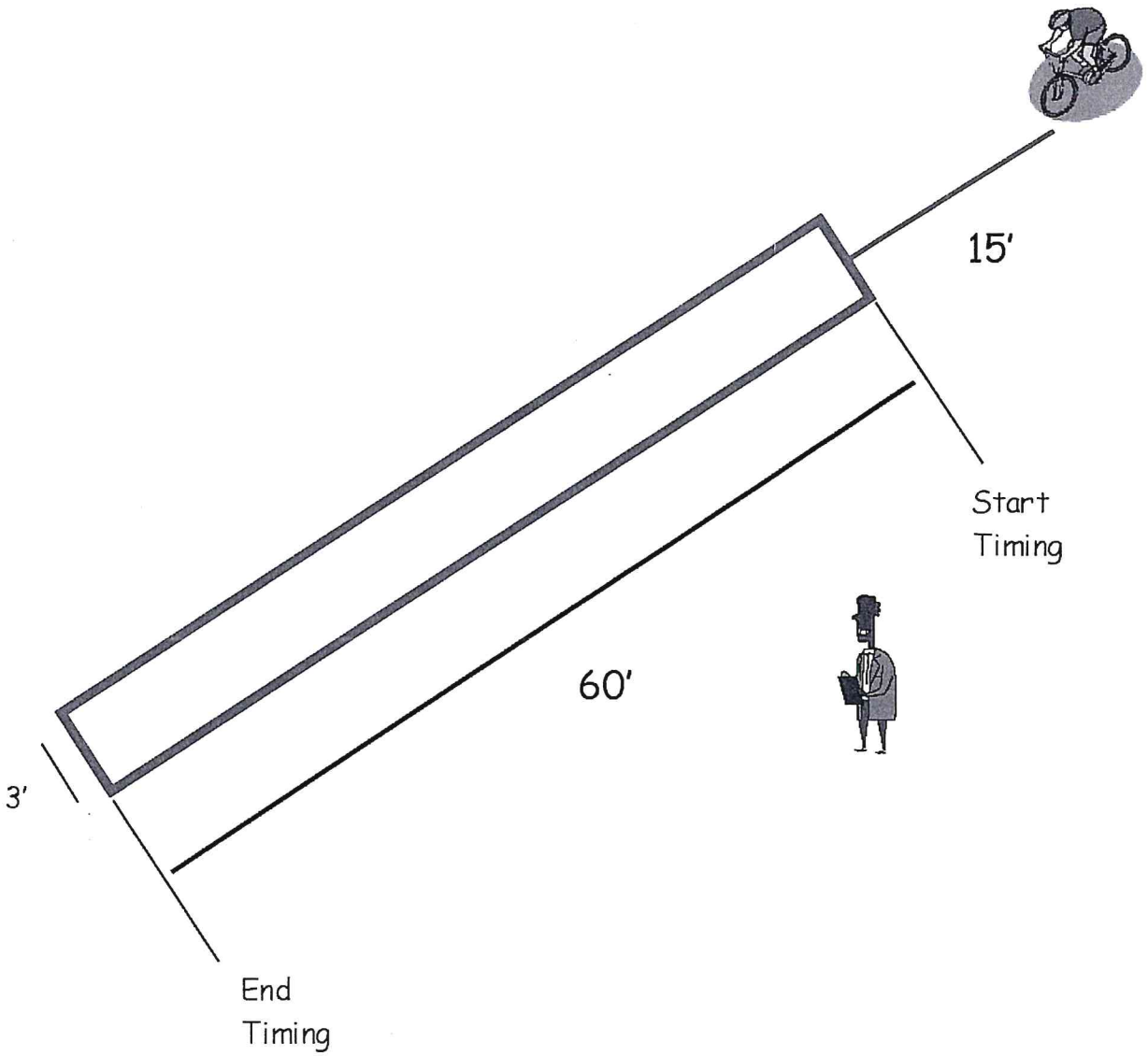
2. **Good:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other (finish).
   - has difficulty riding within the 3' lane (weaves in and out of lane).
   - keeps his balance but stops the bike or puts his feet down. (Good because the child did show an effort.)

3. **Better:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other.
   - has very little difficulty maintaining balance (puts foot down).
   - keeps within the 3' lane (touches the line).
   - watches the ground.

4. **Best:** If the child:
   - takes at least 30 seconds to go from the one end of the lane to the other.
   - maintains good balance.
   - keeps his head up and looking forward.
   - does not touch either line or drive out of the lane.

Materials Needed: Tape measure, chalk or tape for the lines.

Balance at Slow Speed



Traffic Injury Prevention Project

Station_____

Straight Line

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test a child's primary sense of balance and control when riding.

Set up two rows of blocks that are 6 inches to 8inches across from each other. The pairs of blocks should be placed 5 feet to 10 feet apart for approximately 60 feet to create the lane. The child should start this station approximately 20 feet away from the lane. Tell the child to ride as fast as he / she can through the markers. The rider should go between the markers as fast as he / she possibly can without touching either marker with the tires of the bicycle or by stopping the bicycle.

When timing the rider, watch the wheels of the bicycle.

Scoring:

1. **Try again:** If the child:
   - disregards the lane and rides over the markers.

2. **Good:** If the child:
   - rides from one end of the lane to the other (finish).
   - has difficulty riding within the 6" to 8" lane (weaves in and out of lane).
   - Has difficulty keeping his balance (stops the bike or puts his feet down).

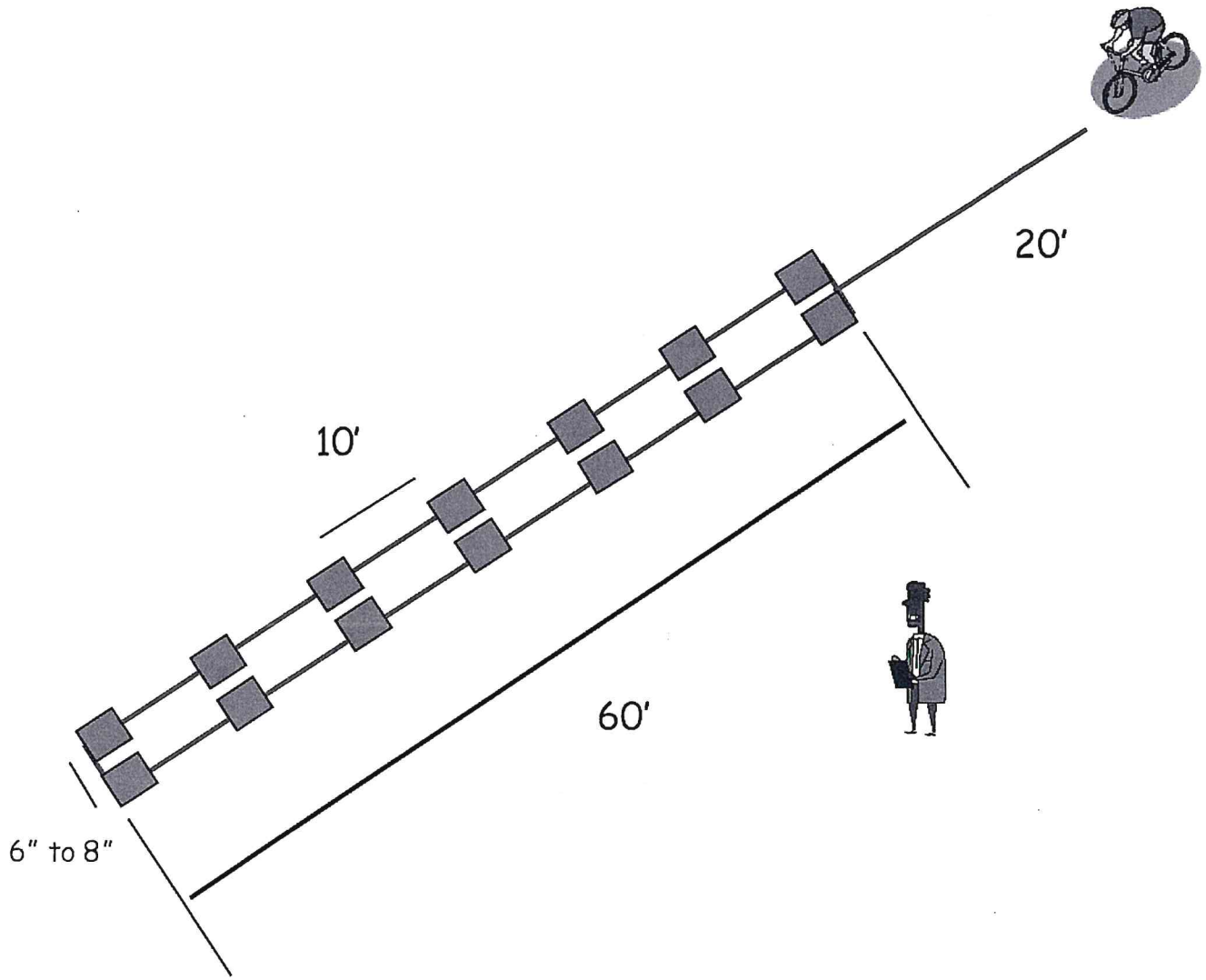
   (Good because the child did show an effort.)

3. **Better:** If the child:
   - rides from one end of the lane to the other
   - has very little difficulty keeping within the 6" to 8" lane.
   - maintains balance.
   - touches a marker or watches the ground.

4. **Best:** If the child:
   - rides smoothly from the one end of the lane to the other.
   - maintains good balance and speed.
   - keeps his head up and looks forward.
   - does not touch any of the markers while driving down the lane.

Materials Needed: Tape measure and fourteen sponges, or cut tennis balls, or mini cones.

Straight Line



Station_____

Stopping Ability

This station is designed to test the child's ability to stop in an emergency.

The bicycle driver should start at least 60 feet away from the box. At a moderate speed, drive the bicycle directly toward the cardboard box and stop before the front wheel of the bicycle hits the box. The driver should apply the brakes of the bicycle after driving 50 feet, allowing a distance of 10 feet to stop. The driver's front wheel should stop 10 inches to 14 inches away from the box.

Scoring:

1. **Try again:** If the child:
   - makes no attempt to stop the bicycle and runs into the cardboard box.

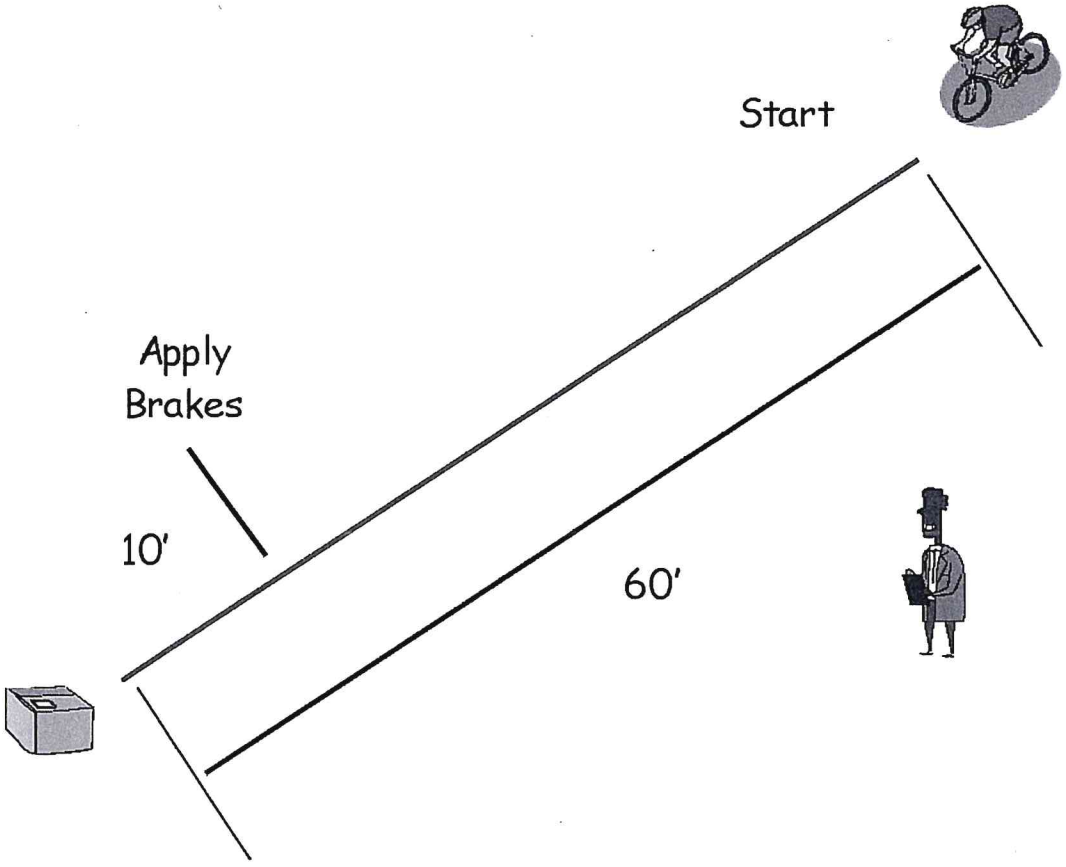
2. **Good:** If the child:
   - successfully brings the bicycle to a complete stop, but uses their feet to stop the bicycle.
   - touches the cardboard box with the front wheel and the tires skid.

3. **Better:** If the child:
   - successfully brings the bicycle to a complete stop before touching the ground with either foot.
   - brings the front wheel within an area less than ten inches from the cardboard box
   - skids the tires.

4. **Best:** If the child:
   - successfully brings the bicycle to a complete stop before touching the ground with either foot.
   - brings the front wheel within an area of ten to fourteen inches from the cardboard box.
   - does not skid the tires.

Materials Needed: Tape measure, (tape, chalk, or paint) and an empty cardboard box

Stopping Ability



Station_____

Maneuvering & Weaving

Estimated Time: Allow enough time for the child to drive through the station.

This station is designed to test the child's ability to change direction quickly.

Set up a straight line of wet sponges that is 40 feet long, with the sponges approximately 6 feet to 8 feet apart. The driver should start 20 feet from the first marker (**wet sponge)** and begin the test by going to the right side of the marker first, then to the left of the second marker, etc. Drivers can go through at any speed.

Scoring:

1. **Try again:** If the child:
   - drives in a straight line and avoids maneuvering around the sponges.

2. **Good:** If the child:
   - attempts to go alternately to the right and left.
   - misses a maneuver.
   - rides over the sponges.

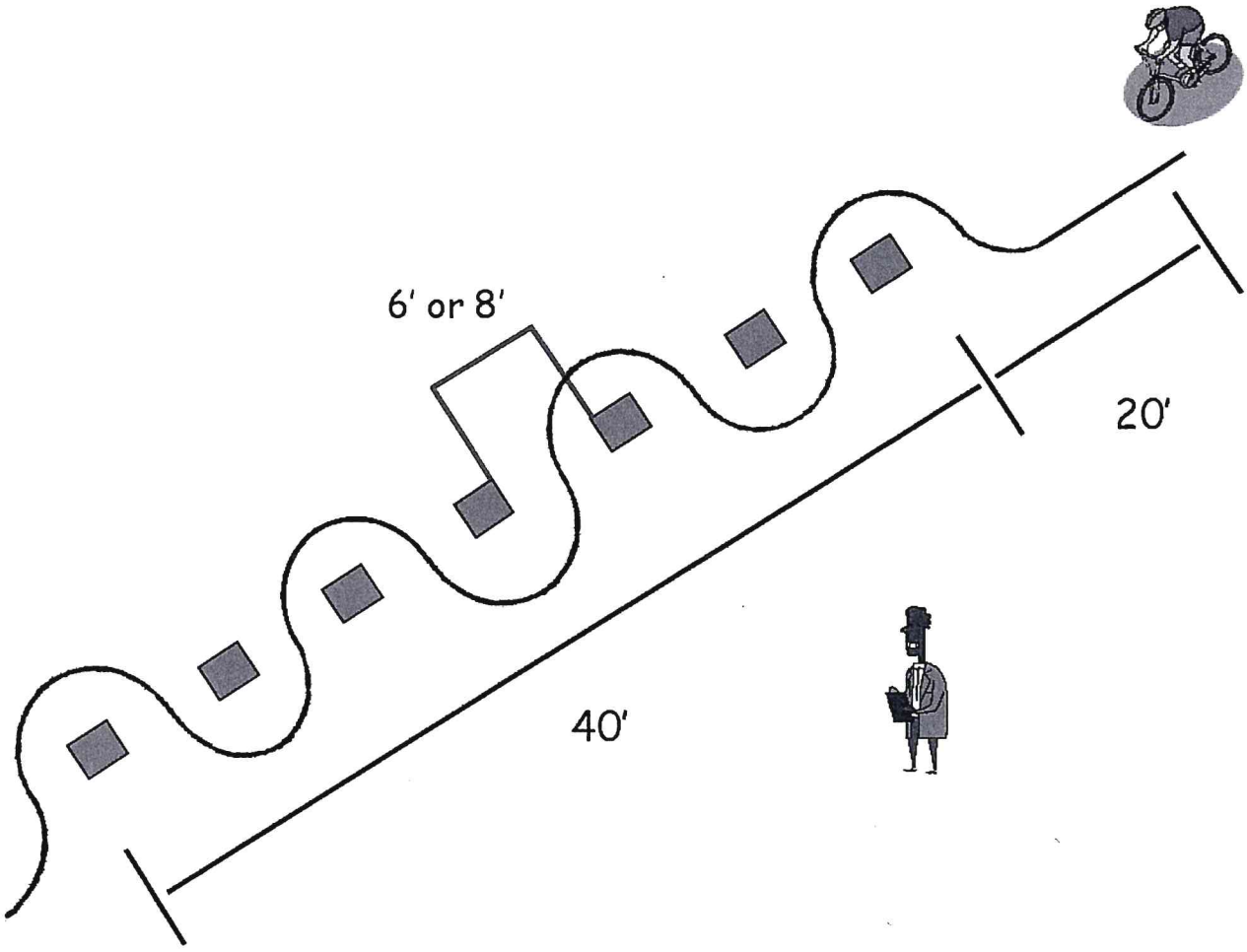
   (Good because the child made the attempt and got the basic idea).

3. **Better:** If the child:
   - goes alternately to the right and left of each sponge in the line
   - rides over a sponge.

4. **Best:** If the child:
   - goes alternately to the right and left of each sponge in the line without riding over any of the sponges.

Materials Needed: Tape measure and 7 or 8 wet sponges (cut tennis balls or mini cones can be substituted).

Maneuvering and Weaving



Station_____

Zig-Zag Between Markers

Estimated Time: Allow enough time for the child to drive through the course.

This station is designed to test the child's ability to gauge the change of direction in a limited space.

Pairs of sponges are placed 8 inches apart with a distance of approximately 10 feet to 12 feet apart to create an uneven line. The driver should start 25 feet from the first marker (**wet sponges**) and begin the test by going between the markers at a slow rate of speed without the tires touching the markers. When the child rides through the station, he / she should continue by turning around and repeating the station from the other direction.

Note: The shorter the distance between the sponges, the more difficult the maneuver becomes.

Scoring:

1. T**ry again:** If the child:
   - drives around the markers without maneuvering between the sponges.

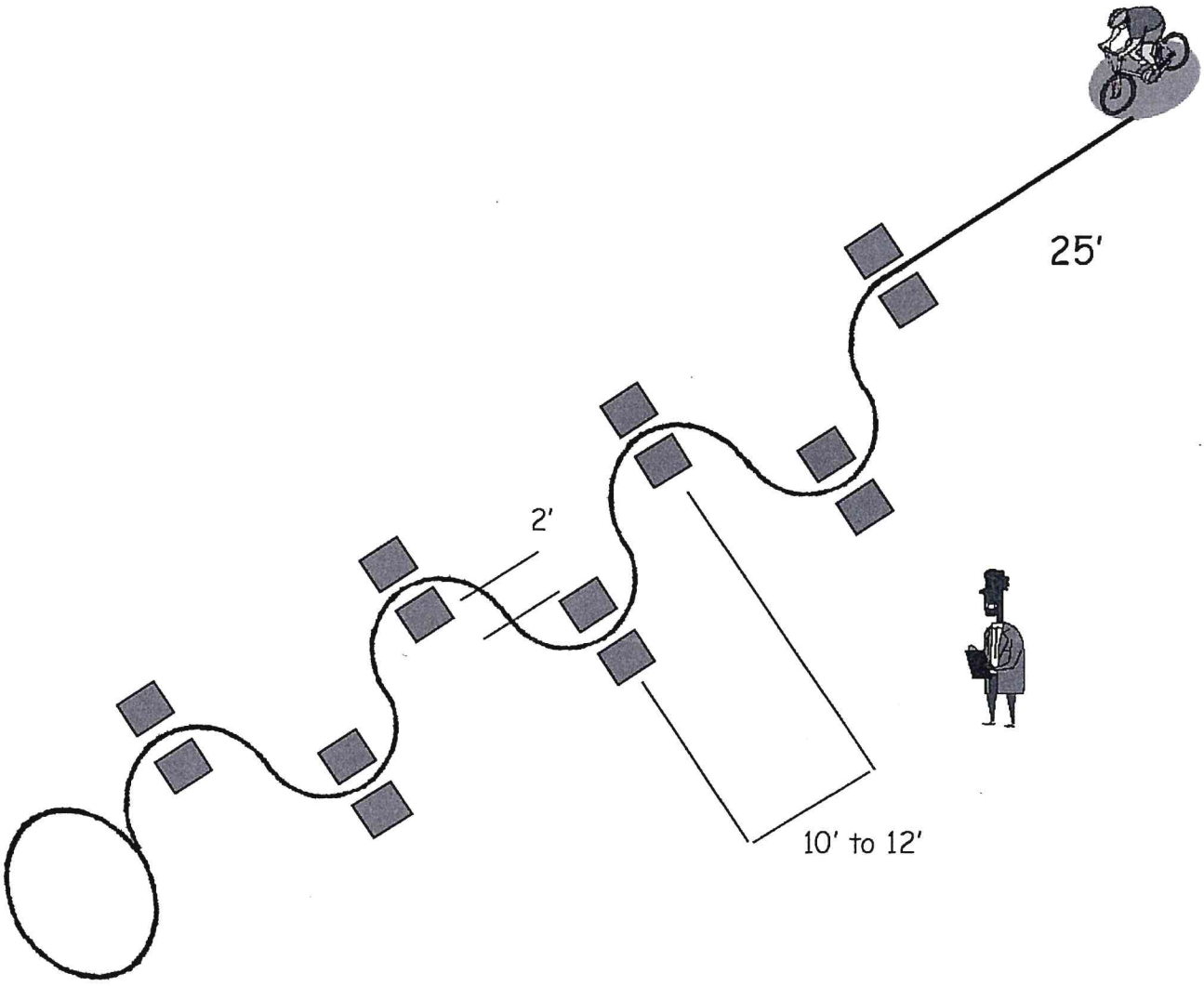
2. **Good:** If the child:
   - attempts to go alternately to the left and right of the sponges, but misses a maneuver.
   - rides over multiple sponges.

3. **Better:** If the child:
   - goes alternately to the left and right of the sponges but not between each sponge.
   - makes a smooth turn around.
   - drives over a sponge.

4. **Best:** If the child:
   - goes alternately to the left and right maneuvering between all of the sponges.
   - makes a smooth turn around.
   - doesn't touch any of the sponges.

Materials Needed: Tape measure and 12 wet sponges (cut tennis balls or mini cones).

Zig-Zag Between Markers



Station_____

Signaling

Estimated Time: Allow approximately one minute for each child to complete.

This station is designed to test the child's knowledge of hand signals and their ability to maneuver his / her bicycle while demonstrating the use of hand signals.

Set up a 30 feet long straight line for this station. The line then turns left for 30 feet, and then right for 30 feet, then right again for 30 feet and a final turn to the left for 30 feet. The child has been taught hand signalization prior to coming to this station; however, show the child the **LEFT** turn signal, the **RIGHT** turn signal, and the hand signal to indicate when they are coming to a **STOP.**

The child will ride the course giving the proper hand signals for each turn and when he / she comes to the final stop.

Note: Watch the rider for the correct use of hand signals and wobbling in the turns.

Scoring:

1. **Try Again:** If the child:
   - rides through the course and fails to use hand signals.
   - fails to negotiate turns without excessive wobbling.

2. **Good:** If the child:
   - rides through the course and uses some of the hand signals.
   - wobbles in the turns.

   (Good grade because the child got the basic message, but needs to improve.)

3. **Better:** If the child:
   - rides through the course and uses all hand signals.
   - negotiates the turns with minimal difficulty.

4. **Best:** If the child:
   - rides through the course using all hand signals.
   - correctly and negotiates the turns with ease.

Materials Needed: Tape measure, (tape, chalk, or paint)

Signaling

30'

Start

30'

30'

Stop

30'

30'

Station _____

Circling & Balance

Estimated Time: Allow approximately one minute per child to complete.

This station is designed to test the child's balance and ability while circling.

Set up a 4 feet wide circle with the inside ring being at least 12 feet from a center point and the outside ring being at least 16 feet from the center point. The child will drive around the 4 feet wide circle lane without touching either border line and only using one hand to steer the bicycle. The child can use both hands on the handlebars to get started from outside of the circle. Once inside of the circle, the child should use their left hand to steer if the child is riding in a clockwise direction. If the child is riding in a counter-clockwise direction, the child should use their right hand to steer. Let the child circle at least twice in each direction.

Scoring:

1. **Try Again:** If the child:
   - rides around the circle using both hands to steer the bicycle.
   - has to stop the bicycle.
   - rides outside of the lane.

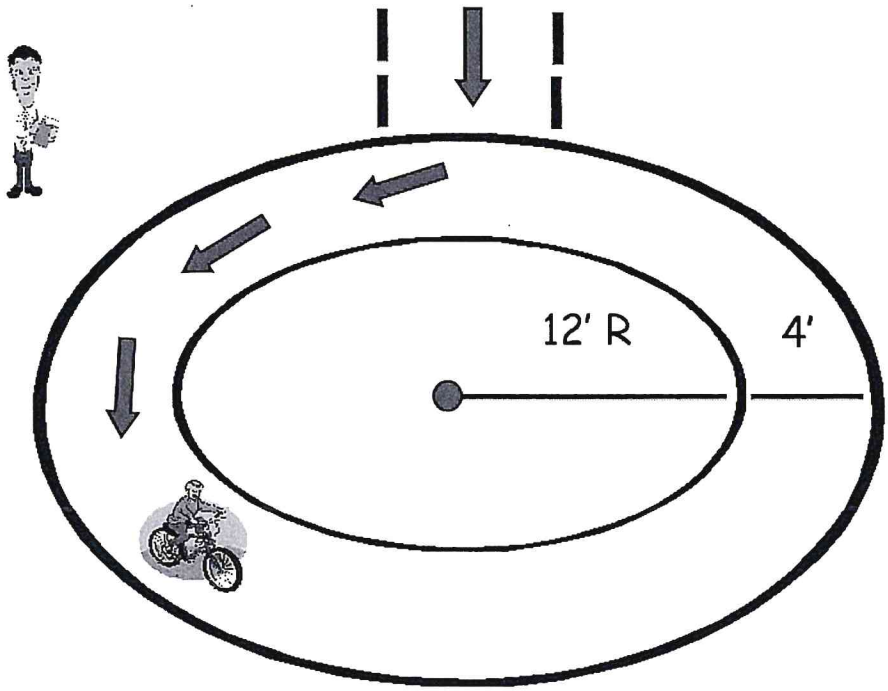
2. **Good:** If the child:
   - rides around the circle and needs to use both hands minimally.
   - doesn't stop the bicycle.
   - rides outside the lane minimally.

3. **Better:** If the child:
   - rides around circle with one hand in each direction.
   - has very little difficulty steering the bicycle.
   - rides within the lane, but is on the border line.

4. **Best:** If the child:
   - rides around the circle using one hand in each direction to steer.
   - has no difficulty handling the course.
   - stays within the lane lines.

Materials Needed: Tape measure, string and chalk to form a circle.

Circling and Balance



Station_____

Figure Eight

Estimated Time: Allow enough time for the children to drive through the course (figure eight) two to four times.

This station is set up to test the child's ability to drive in a bicycle traffic situation with other bicyclists.

The course is set up with two adjoining circles that form a figure eight. Set up two 4 feet wide circles with the inside rings being at least 12 feet from the center points and the outside rings being at least 16 feet from the center points. This course is set up to have two to twelve riders at one time. All children will start from a given point on the course. At a given signal, the children will mount their bicycles from a standing position of one foot on the ground at their respective stations shown on the diagram. The spacing between drivers should be no less than 10 feet or more than 15 feet. The driver on the right always has the right of way.

Scoring:

1. **Try Again:** If the child:
   - does not complete the figure eight.
   - rides on the outside of the outer borders.
   - collides with another bicycle.
   - crosses the intersection less than 4' from another driver.

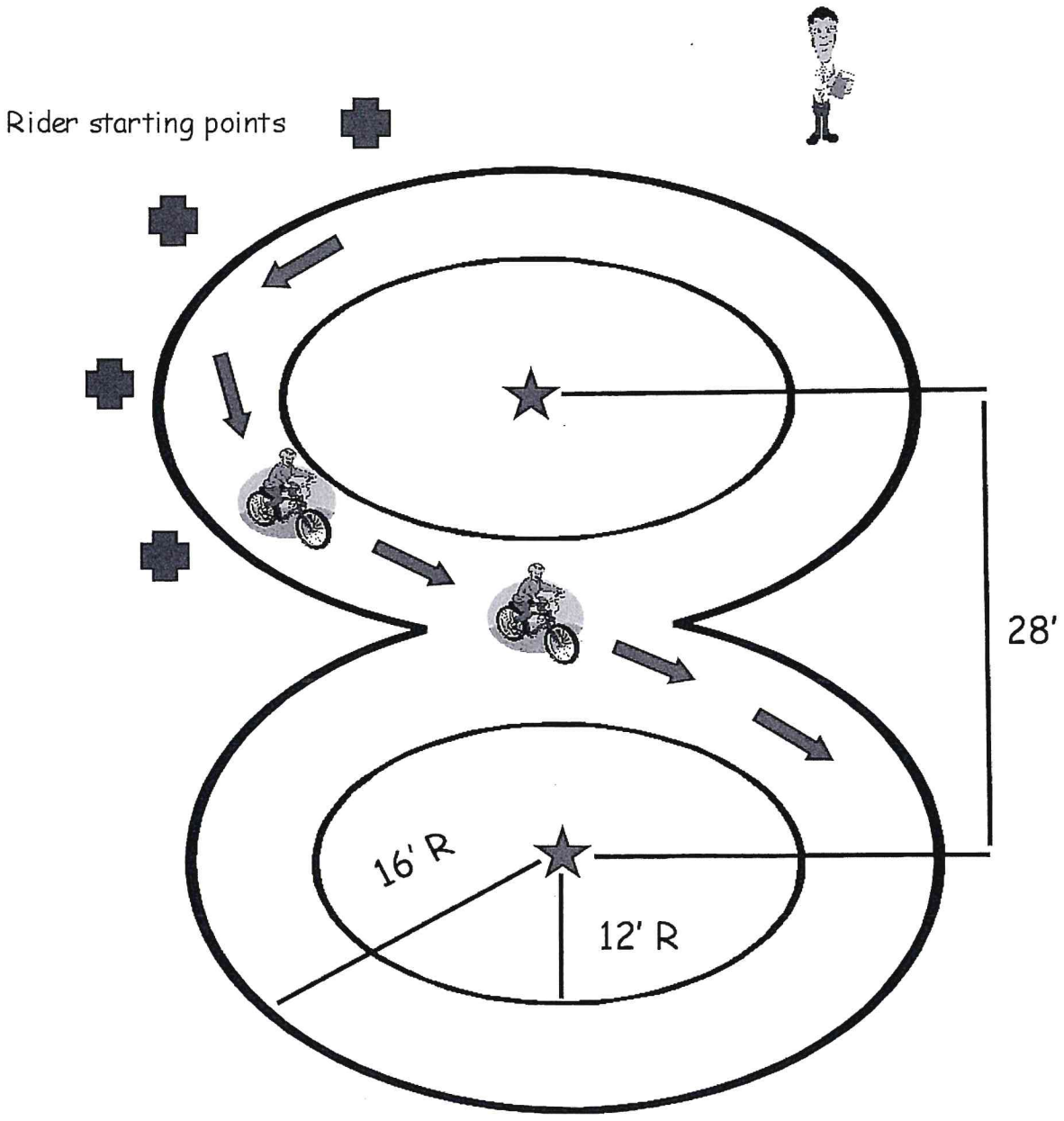
2. **Good:** If the child:
   - completes the figure eight.
   - rides outside of the borders or is wobbly.
   - touches another bicycle.
   - crosses the intersection less than 4' from another driver.

3. **Better:** If the child:
   - successfully completes the figure eight.
   - does not cross or touch the outer border.
   - does not touch another bicycle.
   - crosses over at the intersection less than 4' from the other bicyclist.

4. **Best:** If the child:
   - successfully completes the figure eight without touching or crossing the border,
   - does not touch another bicycle.
   - does not cross over at the intersection within less than 4' of another bicycle.

Materials Needed: Tape measure, string and chalk to form a circle, and ground markers to indicate where the riders should start.

Figure Eight



Station_____

The Driveway

Estimated Time: Allow 2 minutes for each child to pass through this station.

This station is designed to teach children about the hidden dangers of entering the roadway from a driveway or sidewalk without looking, slowing down, or even stopping to check if it is clear of traffic. See diagram to set up this station.

In 2000, there were 15 deaths and 2,342 injuries to bicyclists in Pennsylvania. Two of these deaths and 191 of these injuries occurred at the driveway.

Children will line up to enter the driveway course. Once on the course, **the driver should stop and look LEFT, RIGHT, and then LEFT again before entering the roadway from the driveway.** The child should yield to any nearby pedestrians and then **slowly** ride their bicycle out far enough to see past the sight obstructions that are placed on the course. **The child should look LEFT, RIGHT, and then LEFT before proceeding.** If traffic is coming (car prop), the child must wait until the road is clear, then scan again and enter the roadway when it is safe.

Children that have "freewheeling" bikes (bikes without coaster brakes) should put one pedal up to about ten o'clock (10:00) for a fast, smooth take-off. Bikes with coaster brakes should start with the front pedal between nine o'clock (9:00) and twelve o'clock (12:00).

Scoring:

1. **Try again:** If the child:
   - rides through onto the road without stopping.
   - stops and looks only one way before riding out.

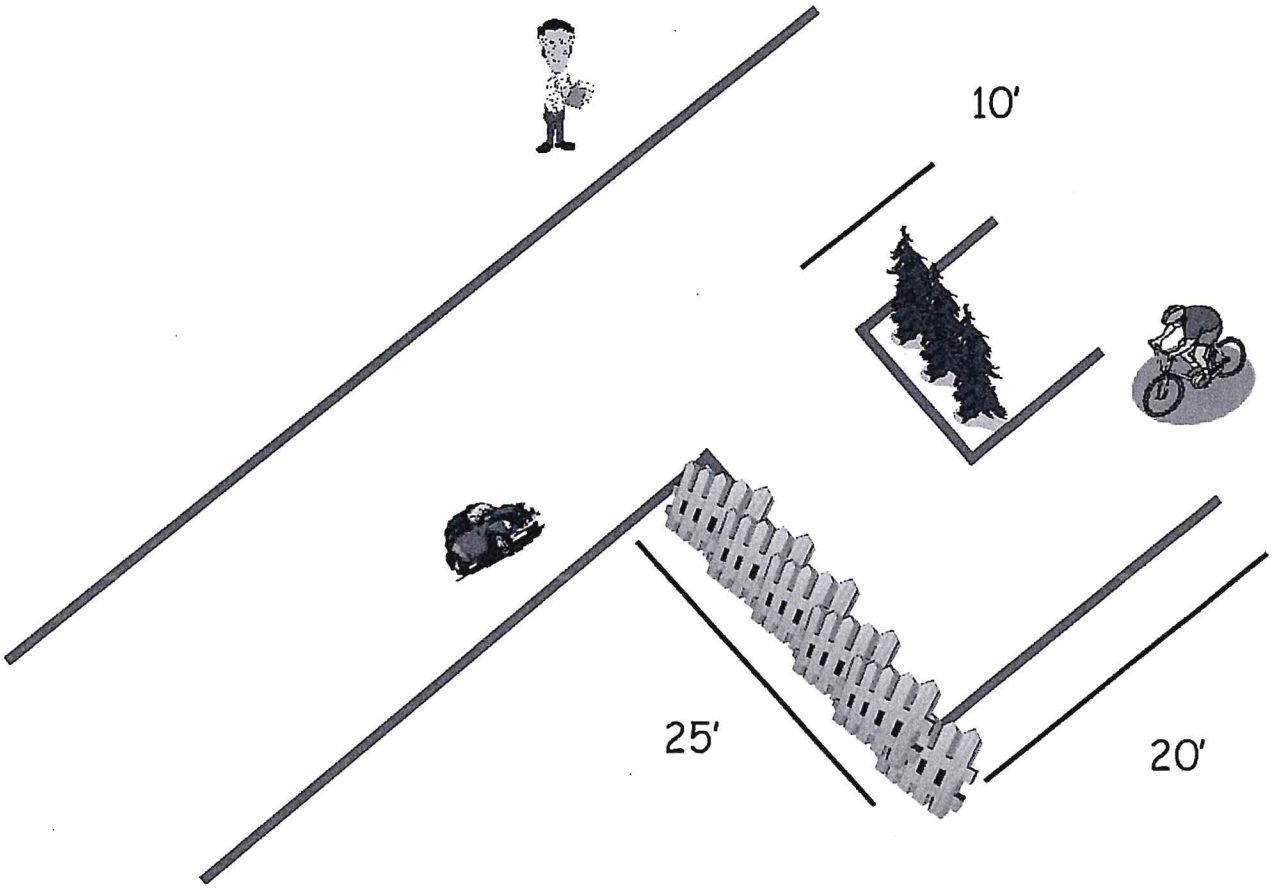
2. **Good:** If the child:
   - stops and looks left, right, left.
   - fails to look left, right, left again when a car is seen. (Good grade because the child got the basic message, but needs to improve.)

3. **Better**: If the child:
   - stops and looks left, right, left.
   - looks left, right, left again before going out onto the road.

4. **Best:** In addition, to stopping and looking left, right, left, and looking left, right, left again before going out onto the road:
   - the child takes off smoothly with good pedal position.

Materials Needed: Tape measure, wooden fence, fake trees, cardboard car cutout, (chalk, tape or paint).

The Driveway



Station_____

Stop Sign on Simulated Road

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

This station is set up to teach children the importance of following traffic signs when driving on the road. A bicycle is more than a recreational vehicle and children must learn the proper techniques of driving on the road. This will help them be courteous and safe bicyclists and pedestrians. They will also understand that there are rules of the road that must be followed. The bicycle rodeo is designed to teach young children who are not yet riding on roadways, or those children just starting to ride on the street, to understand and obey street signs and signals. Bicycle training at an early age makes for both skilled cyclists, and ultimately, skilled motorists

STOP SIGN: Set up the pattern of an intersection. Direct the child to ride to the right side of the road, not in the center of traffic. Make sure the child is made aware not to pull too far to the right when stopping. (Pulling too far to the right when going straight puts the bicyclist out of the motorist's view and is a big mistake for cyclists!) As the child approaches the stop sign, he / she should scan the nearby crosswalks and sidewalks for pedestrians. The child should stop behind the stop line and wait to scan (look left, right, left) to see if there are any pedestrians waiting to cross. Once clear, the child should position their bike far enough forward to view if there is any traffic. The child should look to the left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) The child must wait until it is clear before proceeding on to the next station.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

Scoring:

1. **Try Again:** If the child:
   - rides through the stop sign without stopping.
   - stops and fails to look left, right, left before riding out.
   - looks all left, right, left and sees a vehicle, and doesn't look left right left again.
   - fails to stop if there's a pedestrian.

2. **Good:** If the child:
   - pulls too far to the right at the stop sign.
   - looks left, right, left, for pedestrians
   - checks again before proceeding through the intersection (cars).

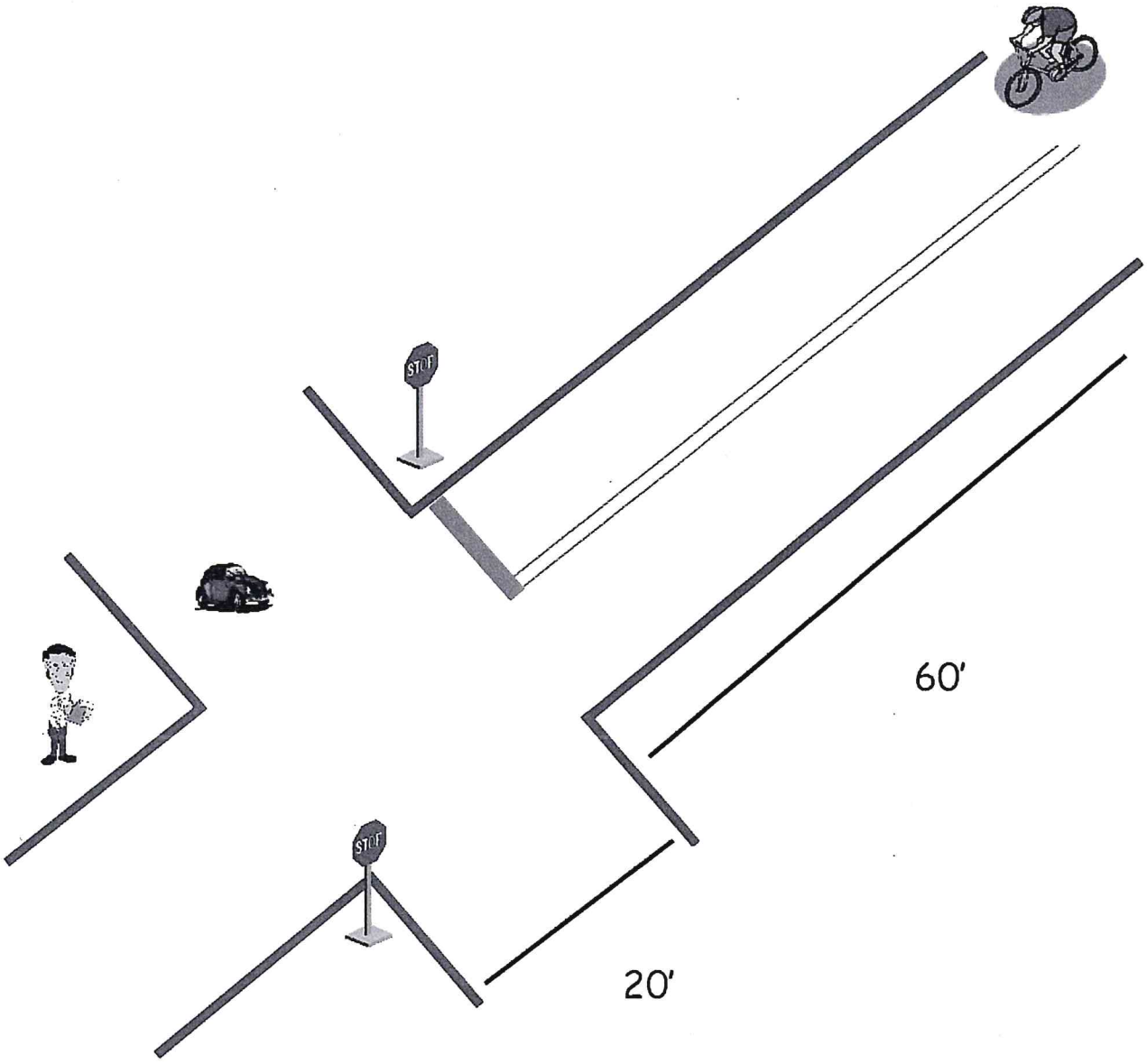
   (**Good** because the child looked left, right, left. However, explain to the child about pulling too far to the right!)

3. **Better:** If the child:
   - pulls straight up to the stop sign.
   - is not too far to the right.
   - looks left, right, left, and checks again before proceeding through the intersection.

4. **Best:** In addition, to pulling straight up to the stop sign and looking left, right left, and checking before proceeding through the intersection:
   - the child takes off smoothly with a good pedal position.

Materials Needed: Stop sign, tape measure, (tape, chalk, or paint)

Stop Sign on Simulated Road



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

Traffic Signal on Simulated Road

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

Like the stop sign, the traffic signal is set up to teach children the importance of obeying traffic signals and knowing what the colors represent.

TRAFFIC SIGNAL: Set up the pattern of an intersection. Direct the child to ride to the right side of the road, not in the center. Make sure the child is made aware not to pull too far to the right when stopping. (Pulling too far to the right when going straight puts the bicyclist out of the motorist's view and is a big mistake for cyclists!) As the child approaches the traffic signal, he / she should scan the nearby crosswalks and sidewalks for pedestrians. The child should stop behind the stop line and scan left, right, then left again to see if there are any pedestrians waiting to cross. Once clear, the child should position their bike far enough forward to view if there is any traffic. The child should scan left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) The child must wait until it is clear before proceeding on to the next station.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

NOTE: Tell the children about the colors of the traffic signal before they go through the station:
RED - STOP
YELLOW - STOP
GREEN - GO

Scoring:

1. **Try Again:** If the child:
   - rides through the traffic signal without stopping on red or yellow.
   - stops and fails to look left, right, left before riding out.
   - looks left, right left again and sees a vehicle, and doesn't look left right left again.
   - sails to stop if there is a pedestrian

2. **Good:** If the child:
   - pulls too far to the right at the traffic signal.
   - looks left, right, left for pedestrians.
   - checks again before proceeding through the intersection for cars.

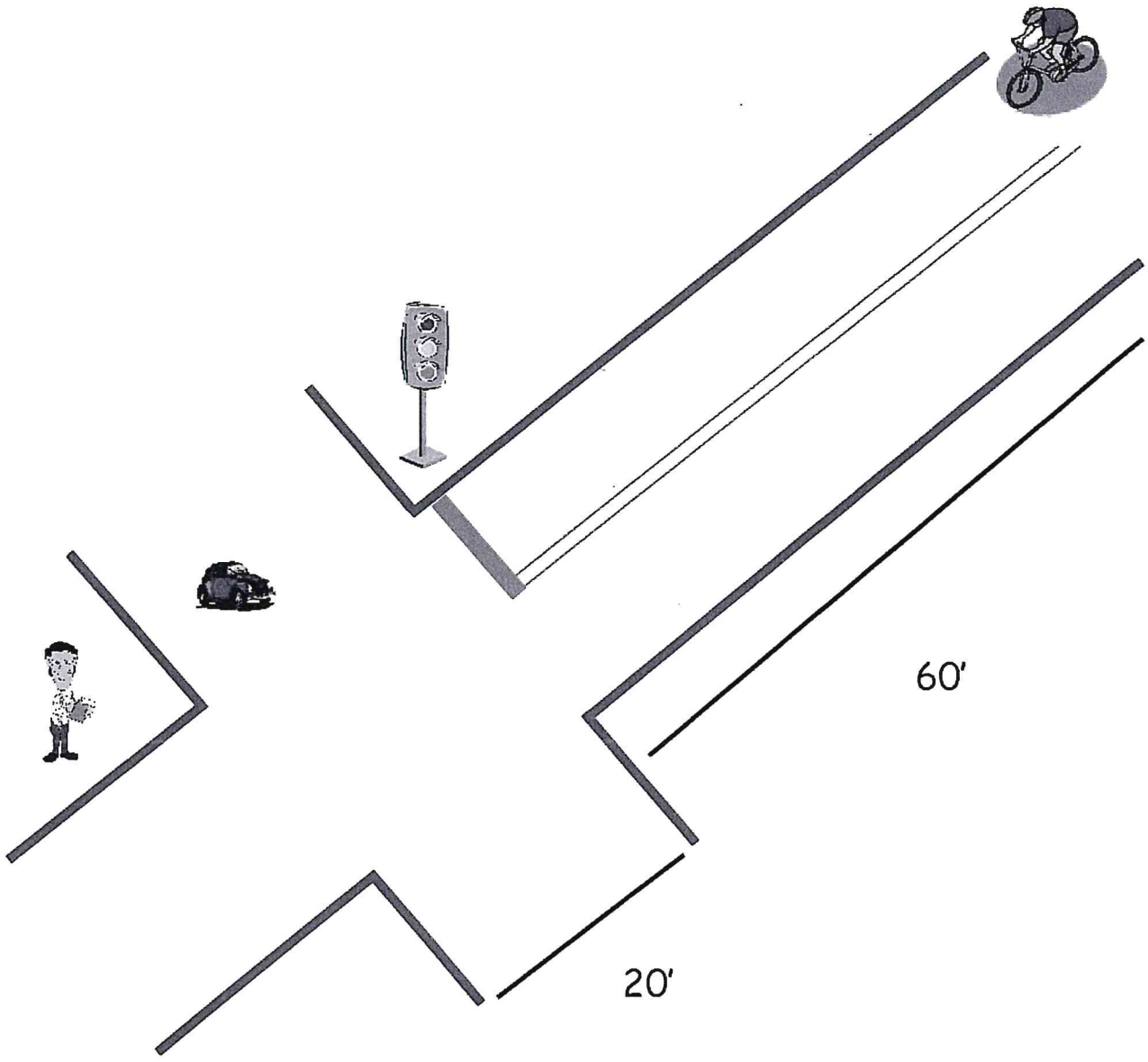
   (**Good** because the child looked left, right, left. However, explain to the child about pulling too far to the right!)

3. **Better:** If the child:
   - pulls straight up to the traffic signal and stops on red or yellow.
   - isn't too far to the right.
   - looks left, right, left, and checks again before proceeding (if there's a vehicle) through the intersection.

4. **Best:** In addition, to the above actions, the child takes off smoothly with a good pedal position.

Materials Needed: Traffic signal, tape measure, (tape, chalk, or paint).

Traffic Signal on Simulated Road



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

Left Turn from Stop Sign

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

This station is set up to teach children the importance of making left turns in traffic and to look for pedestrians and vehicles.

LEFT TURN: Set up the pattern of an intersection. Have the child proceed to the intersection where there will be a stop sign. As the child approaches the stop sign, he / she should look over the left shoulder for approaching traffic. If clear, the child should use the left hand signal and proceed to merge left into the center of the lane. The child should also be scanning the nearby crosswalks and sidewalks for pedestrians. Still signaling, the child should stop behind the stop line and wait to scan (look left, right, left) to see if there are any pedestrians waiting to cross. Once clear, the child should position the bike far enough forward to view if there is any traffic. The child should look to the left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) If clear, the child should turn left into the right side of the right lane of traffic.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

Easy Instructions: As the rider approaches the intersection, they should:

1) Check behind for traffic
2) Signal
3) Move to the center of the lane
4) Stop at the stop sign
5) Look Left / Right / Left
6) Turn left into the right side of the right lane.

Scoring:

1. **Try Again:** If the child:
   - fails to look back and check for traffic.
   - merges to the left into traffic and doesn't signal.
   - rides through the stop sign without stopping or signaling.
   - stops and fails to look left, right, left before taking off.
   - looks left, right, left and sees a vehicle, and doesn't look left, right left again.
   - fails to stop if there's a pedestrian.
   - turns left, but turns to the left side of traffic instead of the right.

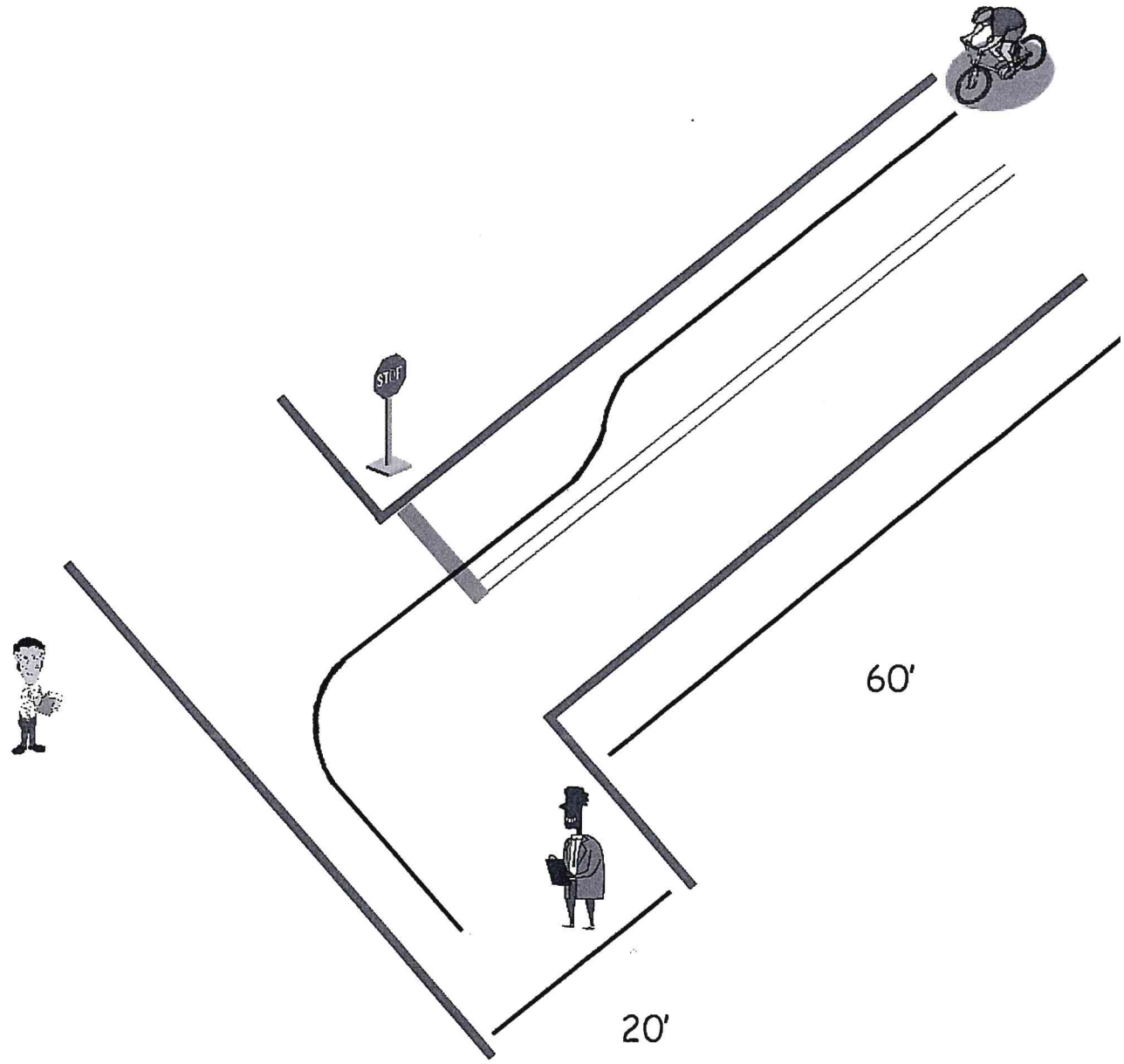
2. **Good:** If the child:
   - looks over the shoulder for traffic.
   - signals left but doesn't merge into traffic.
   - looks left, right, left, (pedestrians) and checks again before proceeding through the intersection (cars). (**Good** because the child looked over shoulder for traffic, signaled, and looked left, right, left; however, explain to the child about merging into traffic and keeping too far to the right!)

3. **Better:** If the child:
   - looks back over the shoulder and checks for traffic.
   - signals and merges to the left.
   - pulls straight up to the stop sign and looks left, right, left, and checks again before proceeding through the intersection.
   - during the left turn, proceeds to the right side of the right lane.

4. **Best:** In addition, to the above mentioned actions, the child takes off smoothly with a good pedal position.

Materials Needed: Stop sign, tape measure, cardboard cutout of a car, (tape, chalk, or paint).

Left Turn from Stop Sign



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Traffic Injury Prevention Project

Station_____

What Color Is The Sponge?

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test the child's ability to look over his / her shoulder for traffic while maintaining a primary sense of balance.

Set up two lines approximately 3 feet apart for a distance of 60 feet to create a lane. Place one or two people, each holding a variety of different color sponges, along the side of this lane.

The child should start approximately 15 feet from the lane. Tell the child to drive at a normal pace towards the lane. The driver should go between the lines and continue riding at a normal pace without touching either line or putting his / her feet down on the pavement.

As the child is proceeding through the station, have one of the volunteers hold up one of the different color sponges. Ask the bicyclist to identify the color of the sponge. The child is to look back over their shoulder and identify the color of sponge by shouting out the color.

Scoring:

1. **Try again:** If the child:
   - rides down the lane and disregards looking back over the shoulder.
   - drives outside of the lane.

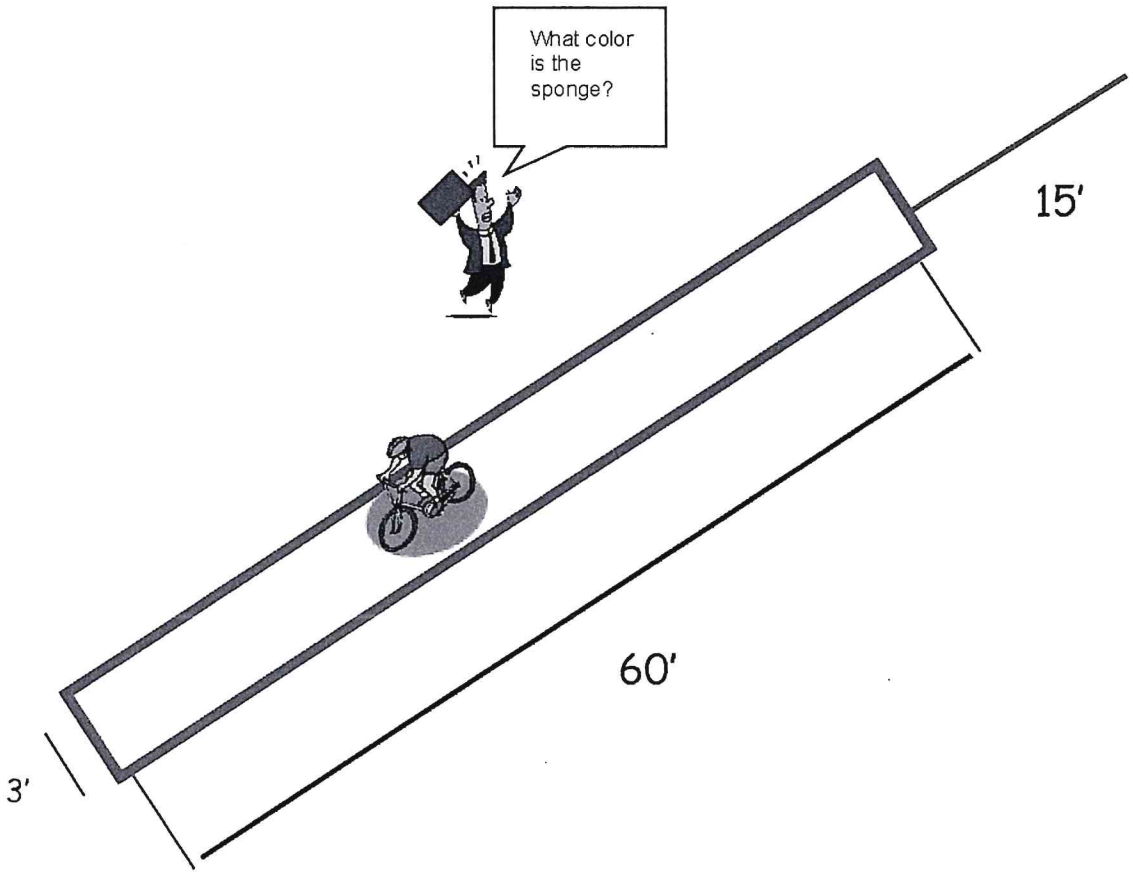
2. **Good:** If the child
   - takes more than 30 seconds to go from one end of the lane to the other.
   - has difficulty keeping his/her balance (stops the bike or puts their feet down).
   - Has difficulty riding within the 3' lane (weaves in and out of lane).
   - watches the ground or elsewhere until asked to look over the shoulder to identify the color of the sponge.
   - looks back over the shoulder, but identifies the wrong color.
   - continues through the station. (Good because the child did show an effort.)

3. **Better:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other.
   - has very little difficulty maintaining balance (puts foot down or is wobbly).
   - keeps within the 3' lane (touches the line).
   - looks ahead until asked to identify the color of sponge.
   - looks back and correctly identifies the color
   - continues through the station.

4. **Best:** If the child:
   - takes less than 30 seconds to go from the one end of the lane to the other
   - maintains good balance.
   - keeps his head up and looking forward until asked to look back.
   - able to look back over the shoulder and correctly identify the color of the sponge does not touching either line or drive outside of the lane
   - continues through the station.

Materials Needed: Tape measure, chalk or tape for the lines, enough multi-color sponges for two volunteers.

What Color Is The Sponge?



Traffic Injury Prevention Project

Station_____

Road Hazards

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test the child's ability to control their bicycle while avoiding road hazards and maintaining a primary sense of balance.

Set up a lane of roadway using tape or cones. Place sponges and cardboard cutout products throughout the station on the road to simulate road hazards. Direct the child to ride to the right side of the road, not in the center of the traffic lane, and to avoid the road hazards (sponges, etc.) by driving around them.

Scoring:

1. **Try again:** If the child:
   - rides down the center of the lane and disregards the objects in the road.
   - intentionally rides over the hazards.

2. **Good:** If the child:
   - rides to the right side of the lane.
   - has difficulty keeping his/her balance when swerving around the objects.
   - stops the bike and puts his/her feet down.
   - rides outside the roadway or too far into the center of the roadway (traffic).
   - rides over a few of the hazards.
   - watches the ground for hazards, and continues through the station.

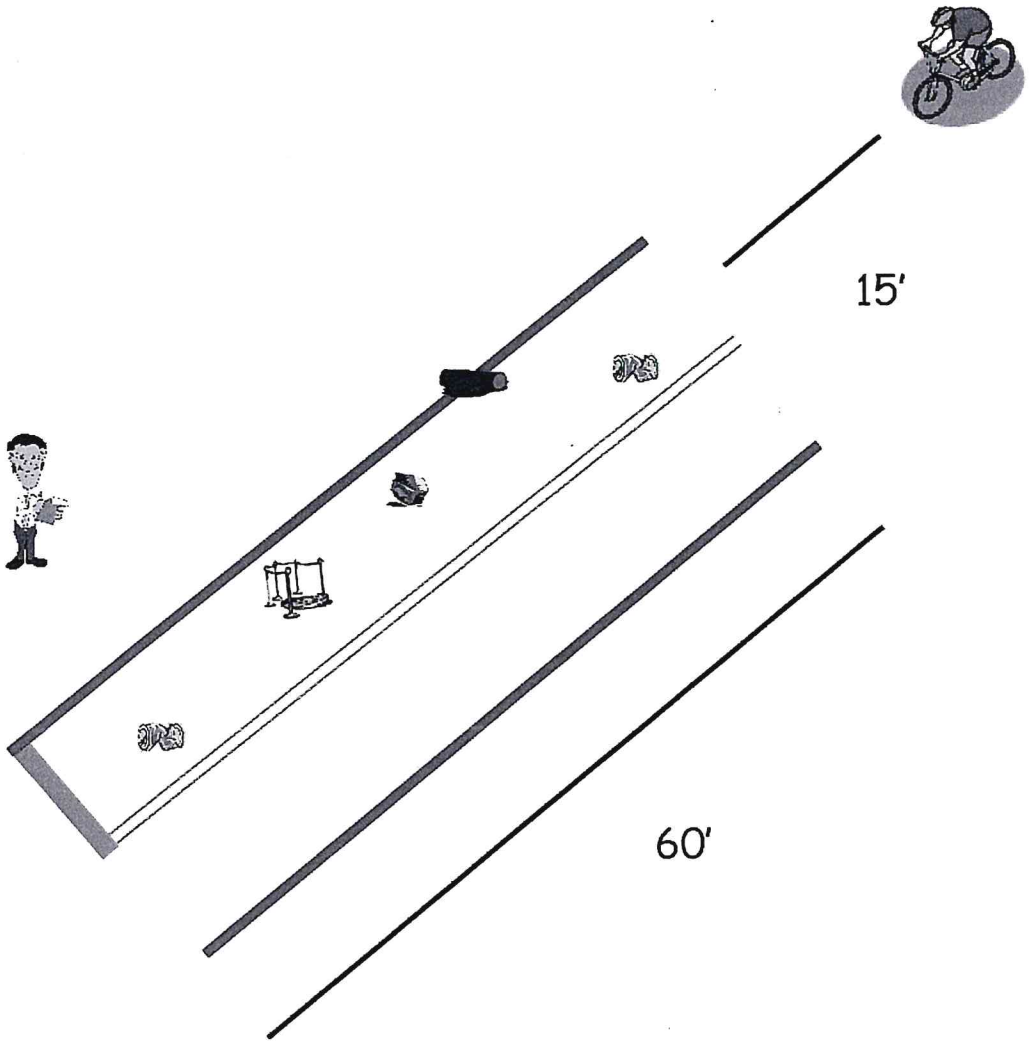
   (Good because the child did show an effort.)

3. **Better:** If the child:
   - rides to the right side of the lane.
   - has very little difficulty maintaining balance (puts foot down or is wobbly).
   - rides over or touches a hazard or swerves too far out into traffic.
   - looks ahead scanning for future objects.
   - continues through the station.

4. **Best:** If the child:
   - rides to the right side of the lane.
   - smoothly swerves around the objects while maintaining good balance.
   - doesn't touch the objects on the road.
   - keeps his head up and looking forward for other objects.
   - continues through the station.

Materials Needed: Tape measure, chalk or tape for the lines or cones, sponges and cardboard cutouts.

Road Hazards



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

Balance at a Slow Speed

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test a child's primary sense of balance when riding.

Set up two lines that are 3 feet apart and 60 feet in length to create a lane. The child should start this station a distance of 15 feet away from the lane. Tell the child to drive slowly towards the lane and to drive between the lines as slow as he / she possibly can without touching either line or putting his feet down on the pavement.

The driver must take at least 30 seconds or longer to go from one end of the lane (60 feet) to the other.

In timing the rider, watch the hub of the front wheel.

Scoring:

1. **Try again:** If the child:
   - rides down the lane and disregards going slow
   - drives outside of the lane.

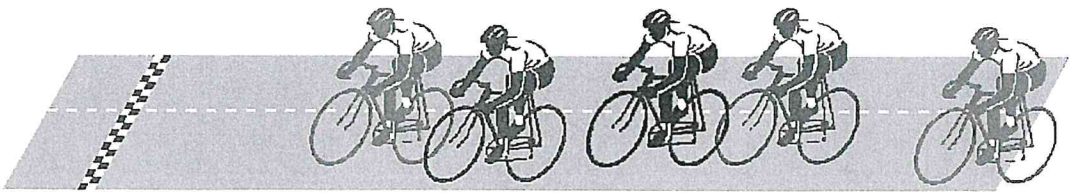
2. **Good:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other (finish).
   - has difficulty riding within the 3' lane (weaves in and out of lane).
   - keeps his balance but stops the bike or puts his feet down. (Good because the child did show an effort.)

3. **Better:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other.
   - has very little difficulty maintaining balance (puts foot down).
   - keeps within the 3' lane (touches the line).
   - watches the ground.

4. **Best:** If the child:
   - takes at least 30 seconds to go from the one end of the lane to the other.
   - maintains good balance.
   - keeps his head up and looking forward.
   - does not touch either line or drive out of the lane.

Materials Needed: Tape measure, chalk or tape for the lines.

Bicycle Skills Course



Bicycle Skills Course

The purpose of the bicycle skills course is to test the child's ability to handle their bicycle under various conditions. The top priority of the riding skills course is the safety of the child (rider). The riding skills course will also test the child's ability to handle their bicycle during different road conditions and will identify the skills that need to be improved before the child begins to ride in traffic.

The skills course can be laid out in many different ways. The skills in the riding skills course are basic and cover the areas of balance, stopping, signaling, and signs. The layout you develop will depend on the size of the facility, the available equipment, and the number of volunteers that you can recruit.

It's good to plan out your riding skills course well in advance of the event, as stated in the planning section. As also suggested in the planning section, go to the facility the day before the event to measure and mark the area for each station. This will save you time when setting up on the day of your event. The day of the event you will know exactly where to drop the cones, sponges, chalk / tape lines, etc. Hopefully it will not rain overnight and wash away your markings. Engineer's yellow crayons work well because it takes a while for the markings to wear off of the surface.

Children will need to bring their own bicycles and helmets to the event. The children will be ready to participate in the riding skills course after they have gone through the Welcome Stations, (Registration, Bicycle Inspection, Helmet Fitting, Hand Signals, and, if provided, Bicycle Licensing).

Children can go through the course individually, station by station, after they finish at the Welcome Stations, or they can go through the course as a group. Sometimes it is difficult to take a large group of child bicyclists, (such as 10), through each station. The difference in skill level within a large group may create "down time" for the more advanced riders, causing impatience and frustration, while a less experienced rider is receiving help. If you decide to take the children through as a group, the children need to know that they should stay together and move from station to station as a group.

Have competent demonstrators at each station. Go over each station, prior to the rodeo, with each of the demonstrators and give them a copy of the station layout and objectives. The demonstrators will either be checking off the score card that the child went through the station or will be grading the child based on a points system. If using the score method, conduct the tests on a pass / fail basis. The method of scoring or checking off must be determined prior to the day of the rodeo and designated by the layout of the hang tag.

A rating system has been developed for your use if you are going to score the test rather than just check off that the child went through the stations. Either way, **if a child has difficulty on a particular station, he / she should be given proper instruction on how to improve their skill. Do not rush any child through any of the stations.** Each station has a suggested time limit per child, but this is only meant to be a guide.

The following section provides a number of potential stations that you can choose from to set up your bicycle rodeo. A brief explanation is given for each of the different stations along with a picture showing what the station is should look like when it is set up.

Station_____

Wrap Up

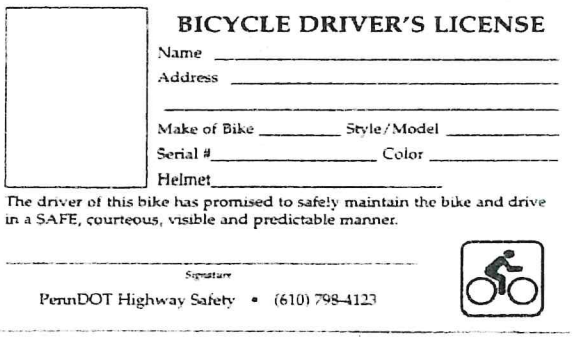
This station is your final station.

At this station the child receives their certificate of completion and any goodies that you have to offer the child. Goodies include: bags of safety materials, trinkets, prizes, games, and food. As stated earlier, it is best to wait until the end of the course to give the children their treats. Children can then have their hands on the handlebars at all times.

Good examples of goodies or treats include: pens, pencils, keychains, bicycle accessories, tee shirts, coloring sheets, and snacks. Bottled water and other nutritious foods like fresh fruit or energy bars are always good to have on hand for both the participants and the volunteers, but not required. Some rodeos set up hot dog carts, have bake sales, or even serve water ice.

This is also a good station to give the children a bicycle driver's license for participating in the rodeo. If you are going to provide a license, inform the children, well in advance, to bring a small picture of them to place in the picture box. Laminate the final product.

From this station the participants can go to other activity stations or exit the rodeo.



BICYCLE DRIVER'S LICENSE

Name _____

Address _____

_____

Make of Bike _____ Style/Model _____

Serial #_____ Color _____

Helmet_____

The driver of this bike has promised to safely maintain the bike and drive in a SAFE, courteous, visible and predictable manner.

_____

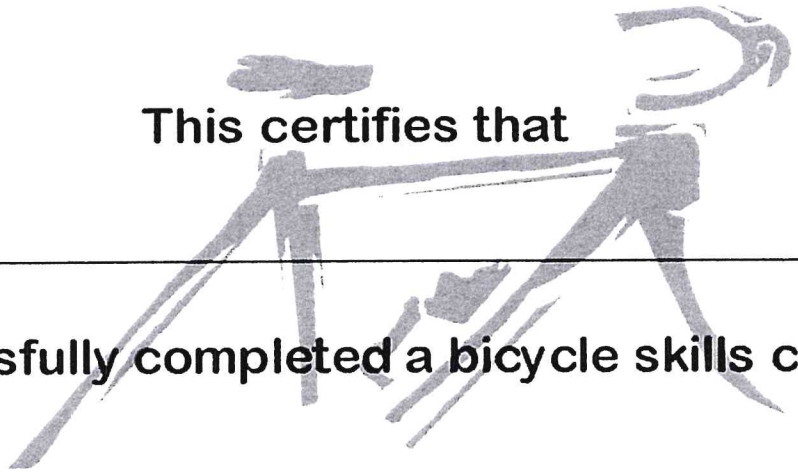
Signature

PennDOT Highway Safety • (610) 798-4123

SAFE BICYCLE RULES OF THE ROAD

- Always wear a properly fitted helmet.
- Ride on the right side of the road, with traffic.
- Obey all traffic signs and signals.
- Slow down when you approach an intersection. Look left, look right, look left again, then look over your left shoulder before entering the intersection.
- Use proper hand signals when turning to communicate with other drivers.
- Wear bright colored clothing to help drivers see you.
- Adjust the bike to fit you and keep it working smoothly.
- ALWAYS ASSUME THAT THE OTHER DRIVER DOES NOT SEE YOU.

Certificate of Participation

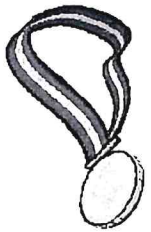


This certifies that

_____

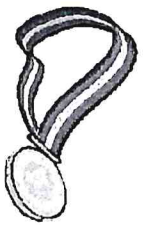
has successfully completed a bicycle skills course at

_____

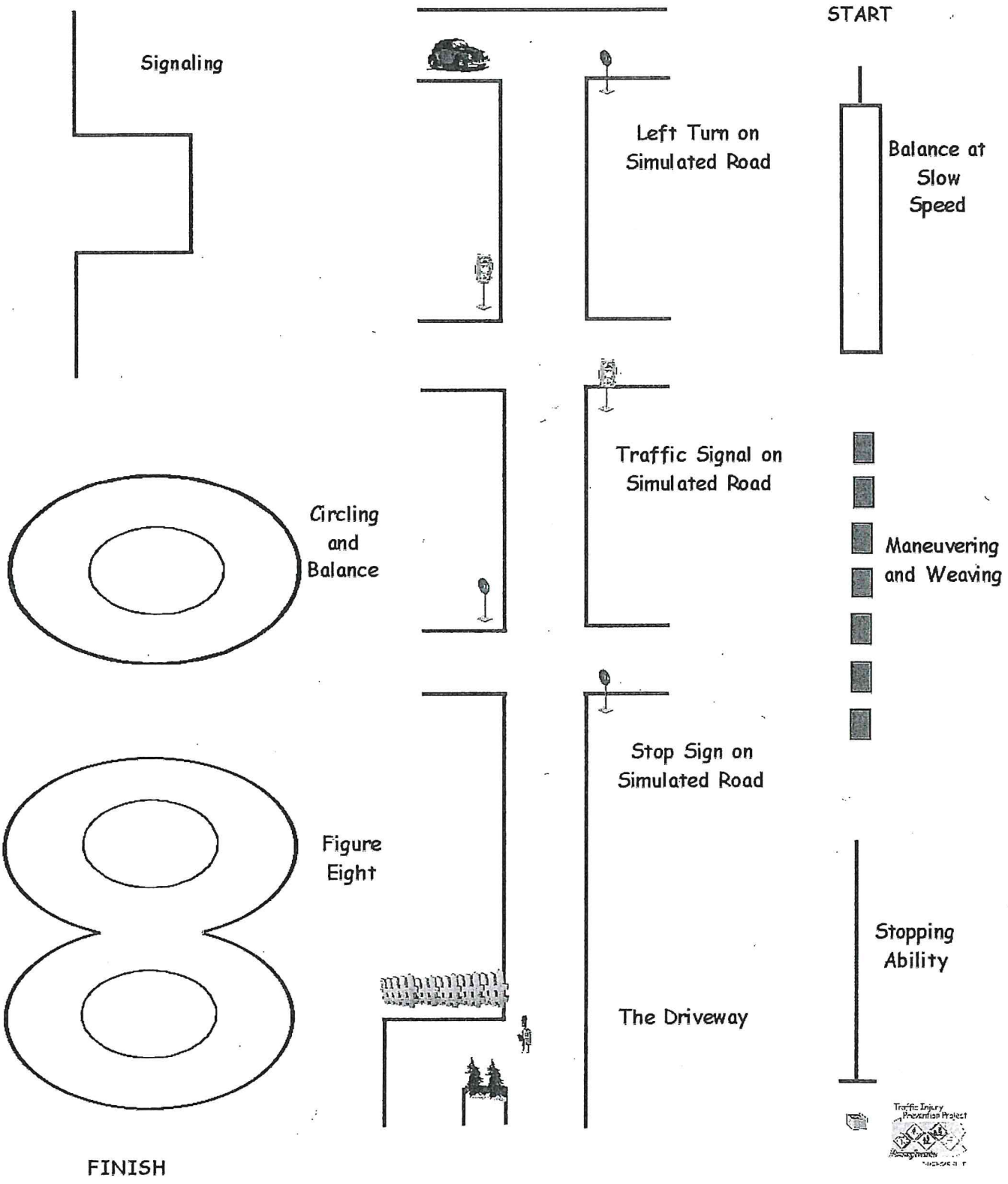


_____ _____

Presented by Date



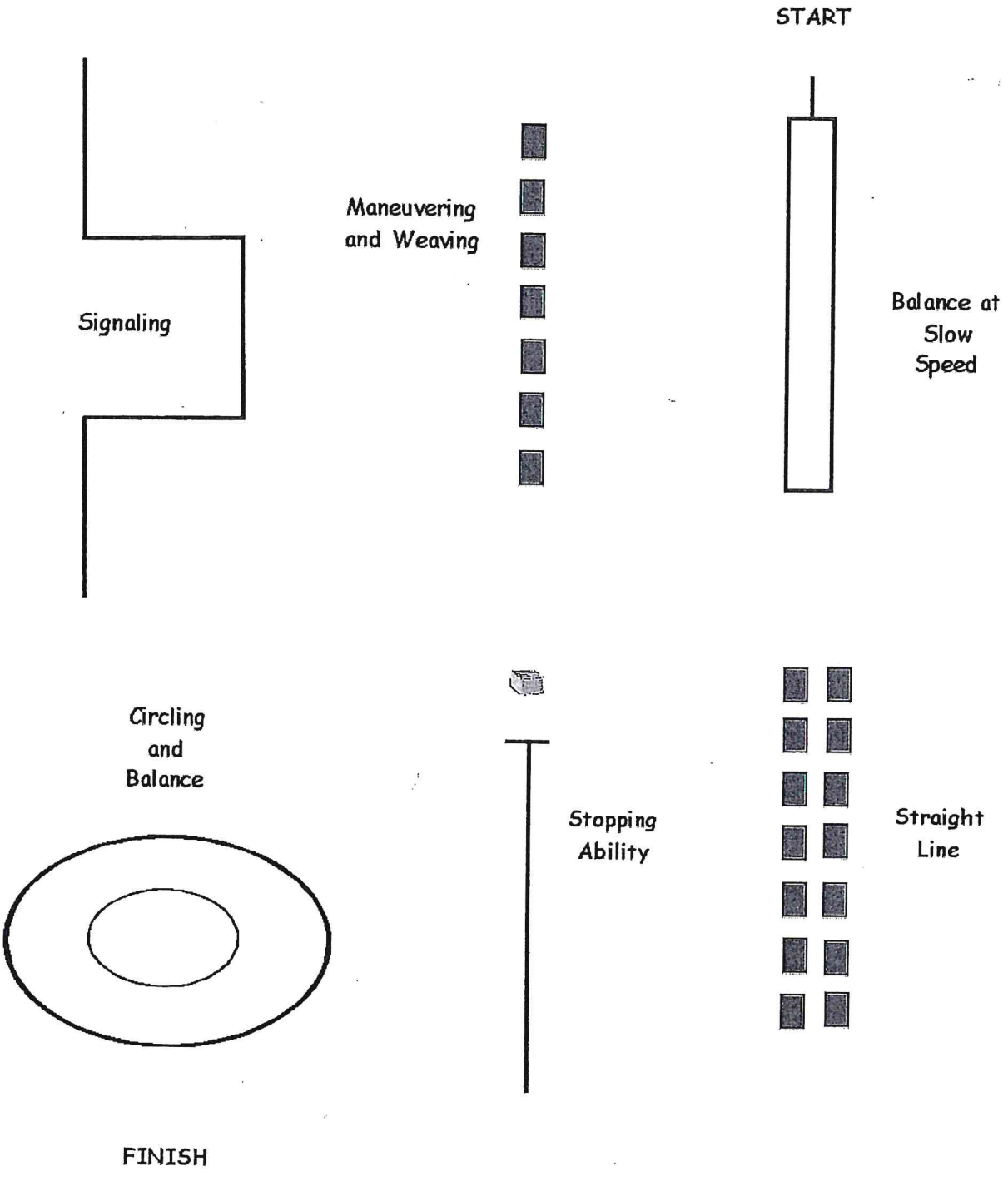
SAMPLE
Rodeo Course Set Up



SAMPLE

Rodeo Course Set Up

(Small Course)



Station_____

Krazy Korner

Estimated Time: Allow 12 minutes per group.

This station is designed to teach children about the importance of traffic laws. Allow the children to enter the confined area a few at a time. The children will begin to ride around randomly while watching out for others.

The children will then decide on some basic traffic rules.

Why is this important? Children who are involved in car / bike crashes are most often at fault, and they generally knew the traffic law that was violated. This station enables children to see first hand the reason that they must obey traffic laws, and not just because they were told to do something by an adult.

Krazy Korner is a box that is 40 feet by 40 feet or 30 feet by 30 feet with markings identifying the parameters of the box (tape, cones). An easel or chalk board will also be needed.

POST ON A SIGN THE FIVE RULES OF KRAZY KORNER

Children should:

1. **NEVER** ride into another child or bicycle!
2. Maneuver within the given boundaries.
3. Stay inside the boundaries until they are let out.
4. Keep the speed down.
5. **YOU CAN STOP TRAFFIC AT WILL!**

The lesson:

As the children arrive at the station, let them into the given area a few at a time. Read them the five traffic rules of Krazy Korner.

As more cyclists enter the station, things will become more chaotic. Shout out to the children every now and then for those driving too fast or not riding chaotic enough.

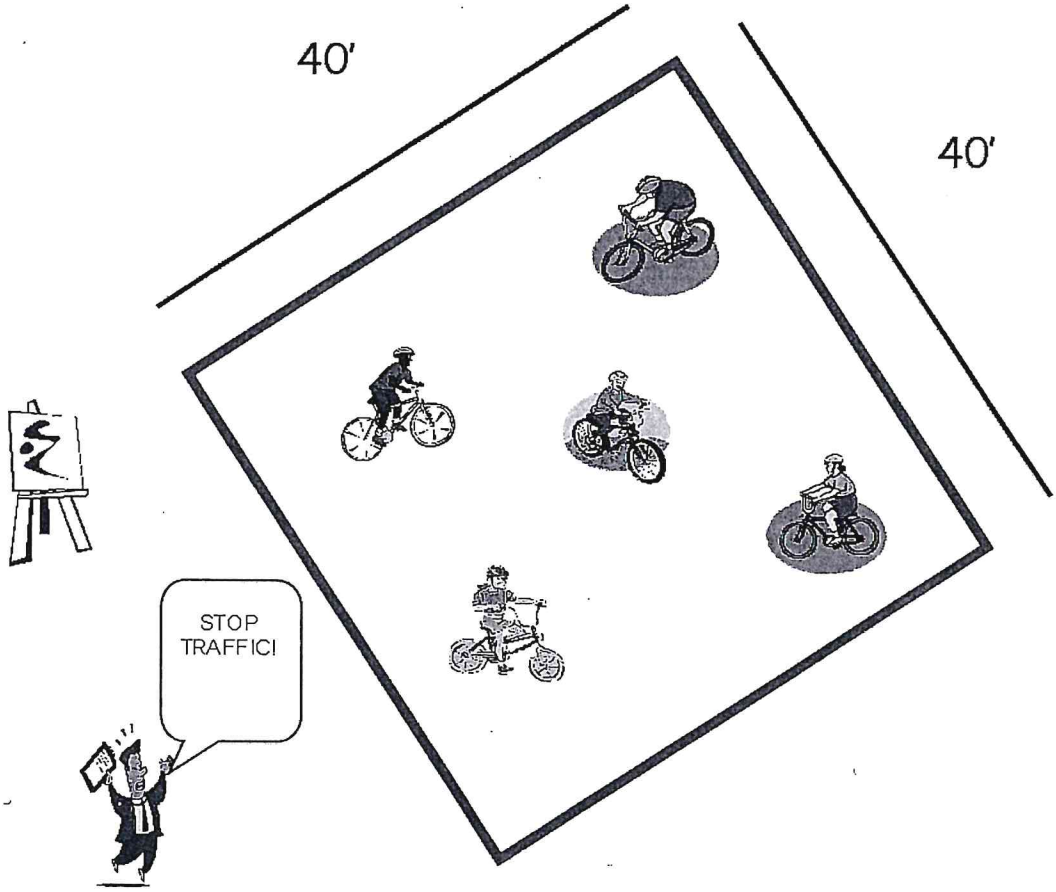
STOP TRAFFIC once the station reaches a point where the children are having a hard time getting around without running into each other.

Tell the children that law and order needs to be established. Ask the children for new laws (rules) and write them on an easel. Then let children ride around with their new traffic rules. If the new rules don't work, stop them again. This should only take a couple minutes.

Scoring:
Each student will receive a passing grade. Tell the kids that they did a good job and survived Krazy Korner.

Materials Needed: Cones, tape, and an easel or chalk board.

Krazy Korner



Station_____

Balance at a Slow Speed

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test a child's primary sense of balance when riding.

Set up two lines that are 3 feet apart and 60 feet in length to create a lane. The child should start this station a distance of 15 feet away from the lane. Tell the child to drive slowly towards the lane and to drive between the lines as slow as he / she possibly can without touching either line or putting his feet down on the pavement.

The driver must take at least 30 seconds or longer to go from one end of the lane (60 feet) to the other.

In timing the rider, watch the hub of the front wheel.

Scoring:

1. **Try again:** If the child:
   - rides down the lane and disregards going slow
   - drives outside of the lane.

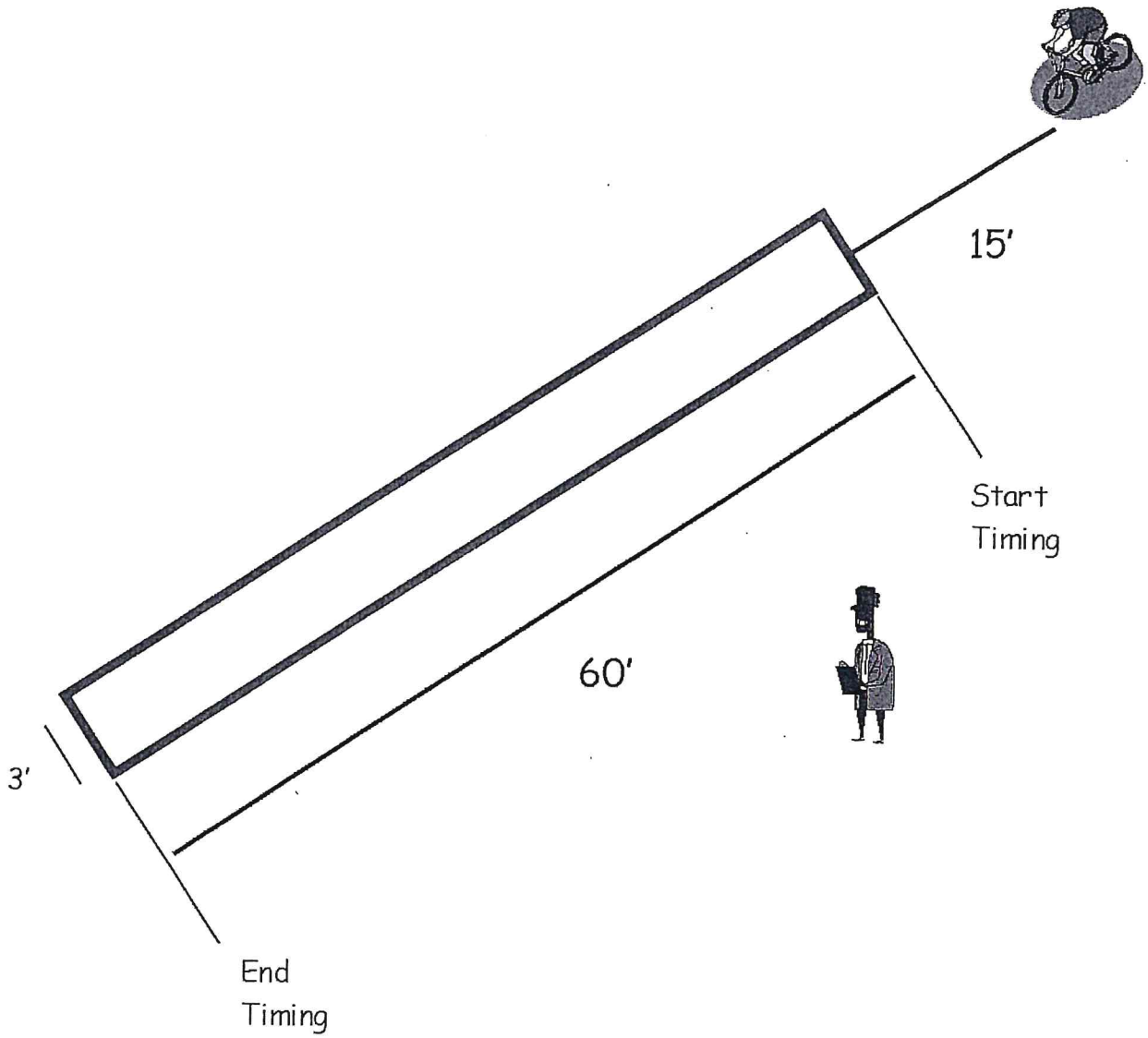
2. **Good:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other (finish).
   - has difficulty riding within the 3' lane (weaves in and out of lane).
   - keeps his balance but stops the bike or puts his feet down. (Good because the child did show an effort.)

3. **Better:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other.
   - has very little difficulty maintaining balance (puts foot down).
   - keeps within the 3' lane (touches the line).
   - watches the ground.

4. **Best:** If the child:
   - takes at least 30 seconds to go from the one end of the lane to the other.
   - maintains good balance.
   - keeps his head up and looking forward.
   - does not touch either line or drive out of the lane.

Materials Needed: Tape measure, chalk or tape for the lines.

Balance at Slow Speed



Station_____

Straight Line

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test a child's primary sense of balance and control when riding.

Set up two rows of blocks that are 6 inches to 8inches across from each other. The pairs of blocks should be placed 5 feet to 10 feet apart for approximately 60 feet to create the lane. The child should start this station approximately 20 feet away from the lane. Tell the child to ride as fast as he / she can through the markers. The rider should go between the markers as fast as he / she possibly can without touching either marker with the tires of the bicycle or by stopping the bicycle.

When timing the rider, watch the wheels of the bicycle.

Scoring:

1. **Try again:** If the child:
   - disregards the lane and rides over the markers.

2. **Good:** If the child:
   - rides from one end of the lane to the other (finish).
   - has difficulty riding within the 6" to 8" lane (weaves in and out of lane).
   - Has difficulty keeping his balance (stops the bike or puts his feet down).

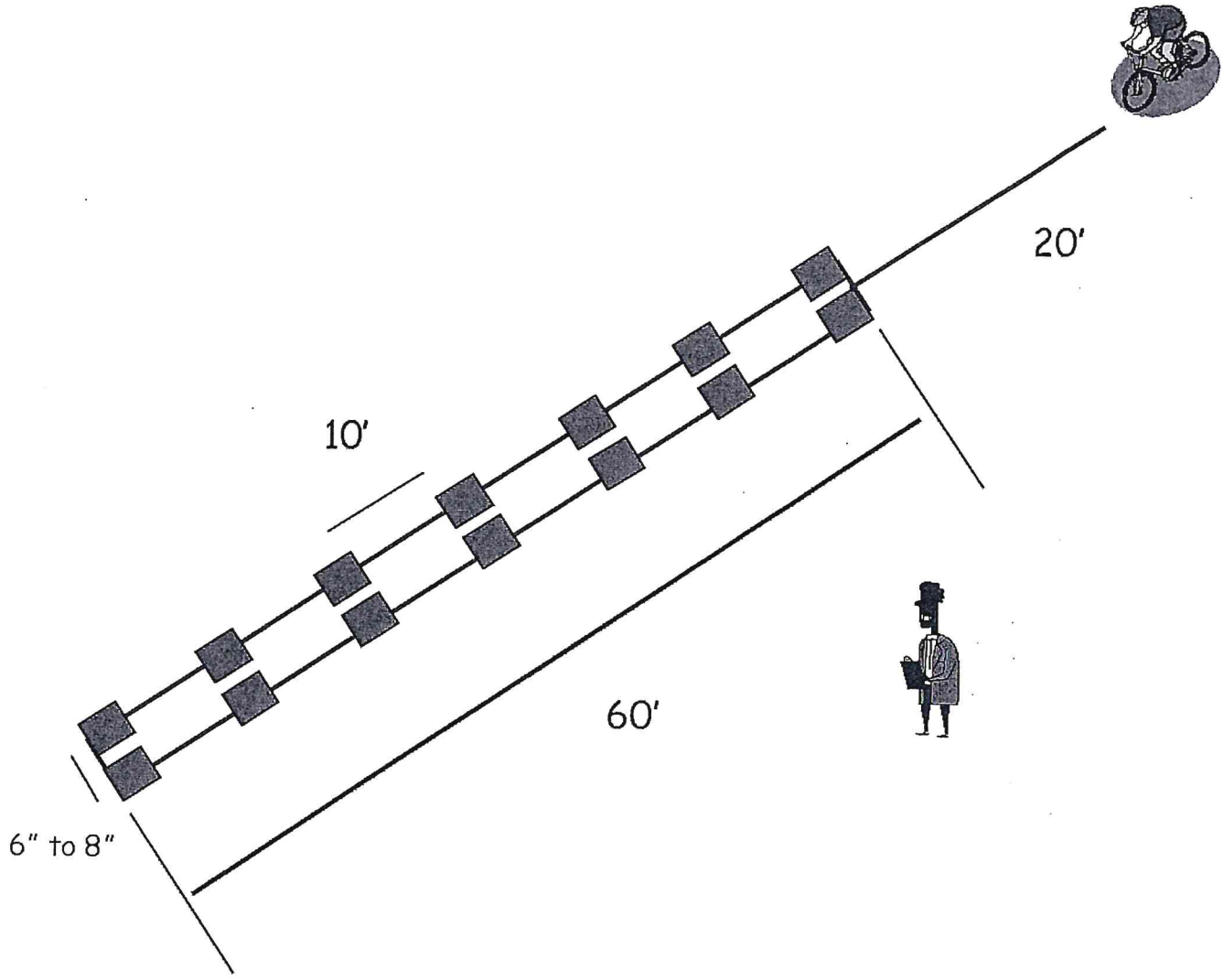
   (Good because the child did show an effort.)

3. **Better:** If the child:
   - rides from one end of the lane to the other
   - has very little difficulty keeping within the 6" to 8" lane.
   - maintains balance.
   - touches a marker or watches the ground.

4. **Best:** If the child:
   - rides smoothly from the one end of the lane to the other.
   - maintains good balance and speed.
   - keeps his head up and looks forward.
   - does not touch any of the markers while driving down the lane.

Materials Needed: Tape measure and fourteen sponges, or cut tennis balls, or mini cones.

Straight Line



Station_____

Stopping Ability

This station is designed to test the child's ability to stop in an emergency.

The bicycle driver should start at least 60 feet away from the box. At a moderate speed, drive the bicycle directly toward the cardboard box and stop before the front wheel of the bicycle hits the box. The driver should apply the brakes of the bicycle after driving 50 feet, allowing a distance of 10 feet to stop. The driver's front wheel should stop 10 inches to 14 inches away from the box.

Scoring:

1. **Try again:** If the child:
   - makes no attempt to stop the bicycle and runs into the cardboard box.

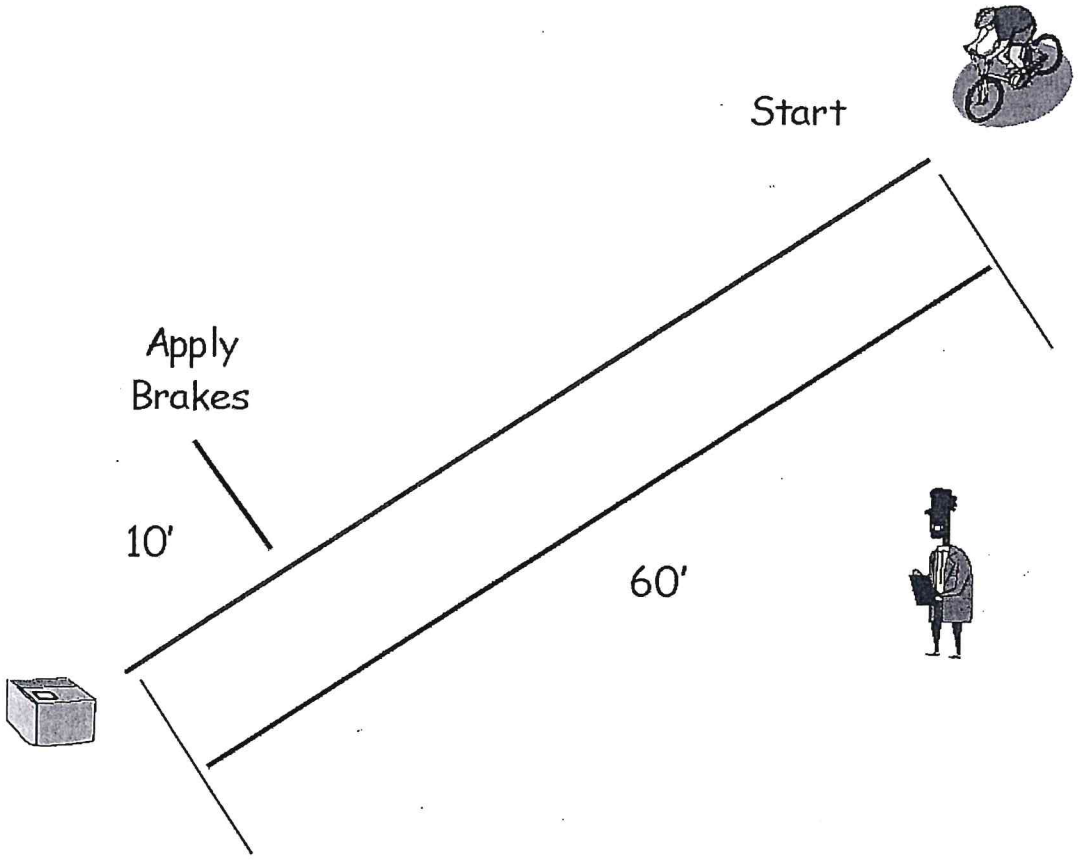
2. **Good:** If the child:
   - successfully brings the bicycle to a complete stop, but uses their feet to stop the bicycle.
   - touches the cardboard box with the front wheel and the tires skid.

3. **Better:** If the child:
   - successfully brings the bicycle to a complete stop before touching the ground with either foot.
   - brings the front wheel within an area less than ten inches from the cardboard box
   - skids the tires.

4. **Best:** If the child:
   - successfully brings the bicycle to a complete stop before touching the ground with either foot.
   - brings the front wheel within an area of ten to fourteen inches from the cardboard box.
   - does not skid the tires.

Materials Needed: Tape measure, (tape, chalk, or paint) and an empty cardboard box

Stopping Ability



Station_____

Maneuvering & Weaving

Estimated Time: Allow enough time for the child to drive through the station.

This station is designed to test the child's ability to change direction quickly.

Set up a straight line of wet sponges that is 40 feet long, with the sponges approximately 6 feet to 8 feet apart. The driver should start 20 feet from the first marker (**wet sponge)** and begin the test by going to the right side of the marker first, then to the left of the second marker, etc. Drivers can go through at any speed.

Scoring:

1. **Try again:** If the child:
   - drives in a straight line and avoids maneuvering around the sponges.

2. **Good:** If the child:
   - attempts to go alternately to the right and left.
   - misses a maneuver.
   - rides over the sponges.

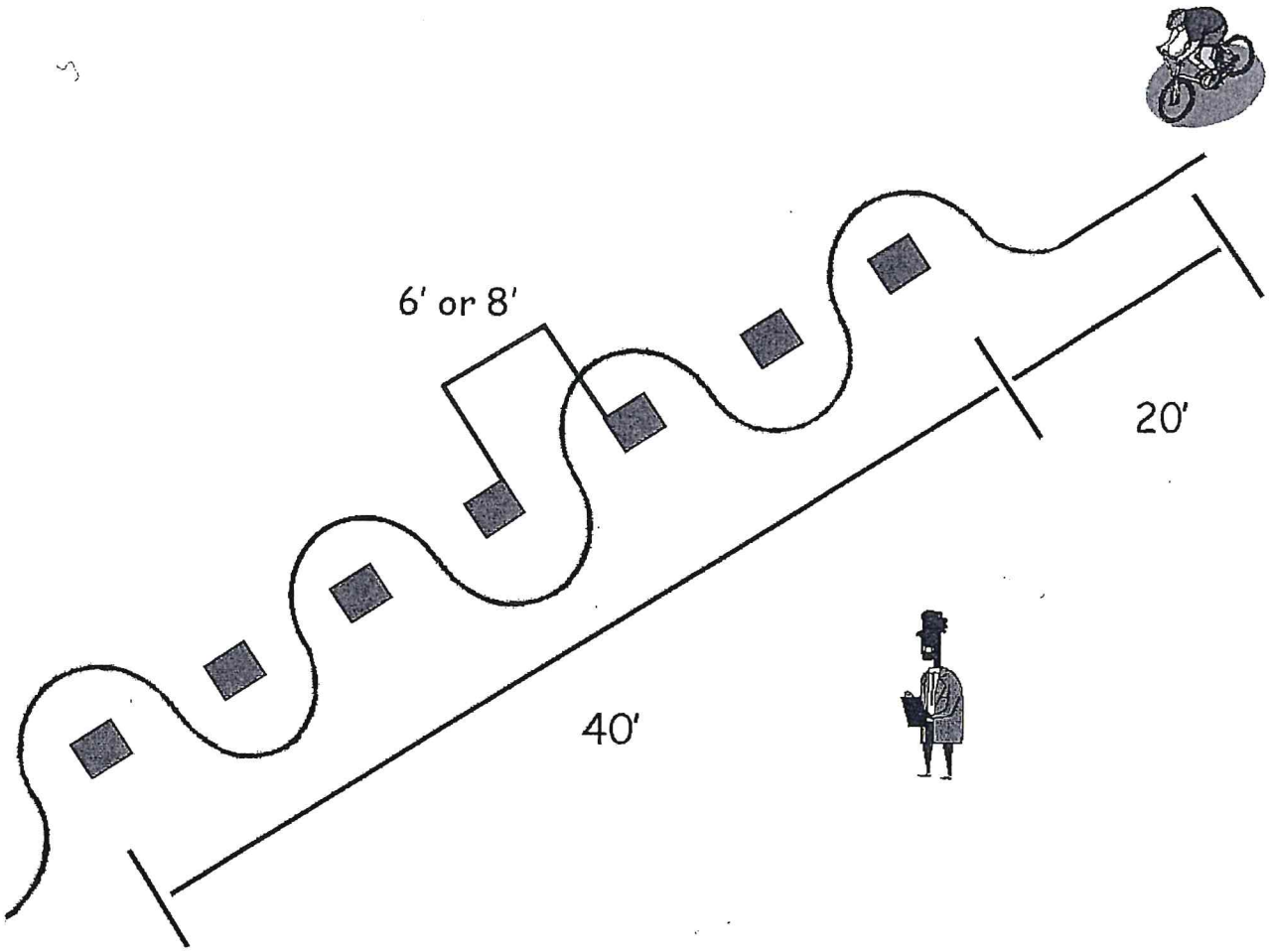
   (Good because the child made the attempt and got the basic idea).

3. **Better:** If the child:
   - goes alternately to the right and left of each sponge in the line
   - rides over a sponge.

4. **Best:** If the child:
   - goes alternately to the right and left of each sponge in the line without riding over any of the sponges.

Materials Needed: Tape measure and 7 or 8 wet sponges (cut tennis balls or mini cones can be substituted).

Maneuvering and Weaving



Traffic Injury Prevention Project

Station_____

Zig-Zag Between Markers

Estimated Time: Allow enough time for the child to drive through the course.

This station is designed to test the child's ability to gauge the change of direction in a limited space.

Pairs of sponges are placed 8 inches apart with a distance of approximately 10 feet to 12 feet apart to create an uneven line. The driver should start 25 feet from the first marker (**wet sponges**) and begin the test by going between the markers at a slow rate of speed without the tires touching the markers. When the child rides through the station, he / she should continue by turning around and repeating the station from the other direction.

Note: The shorter the distance between the sponges, the more difficult the maneuver becomes.

Scoring:

1. **Try again:** If the child:
   - drives around the markers without maneuvering between the sponges.

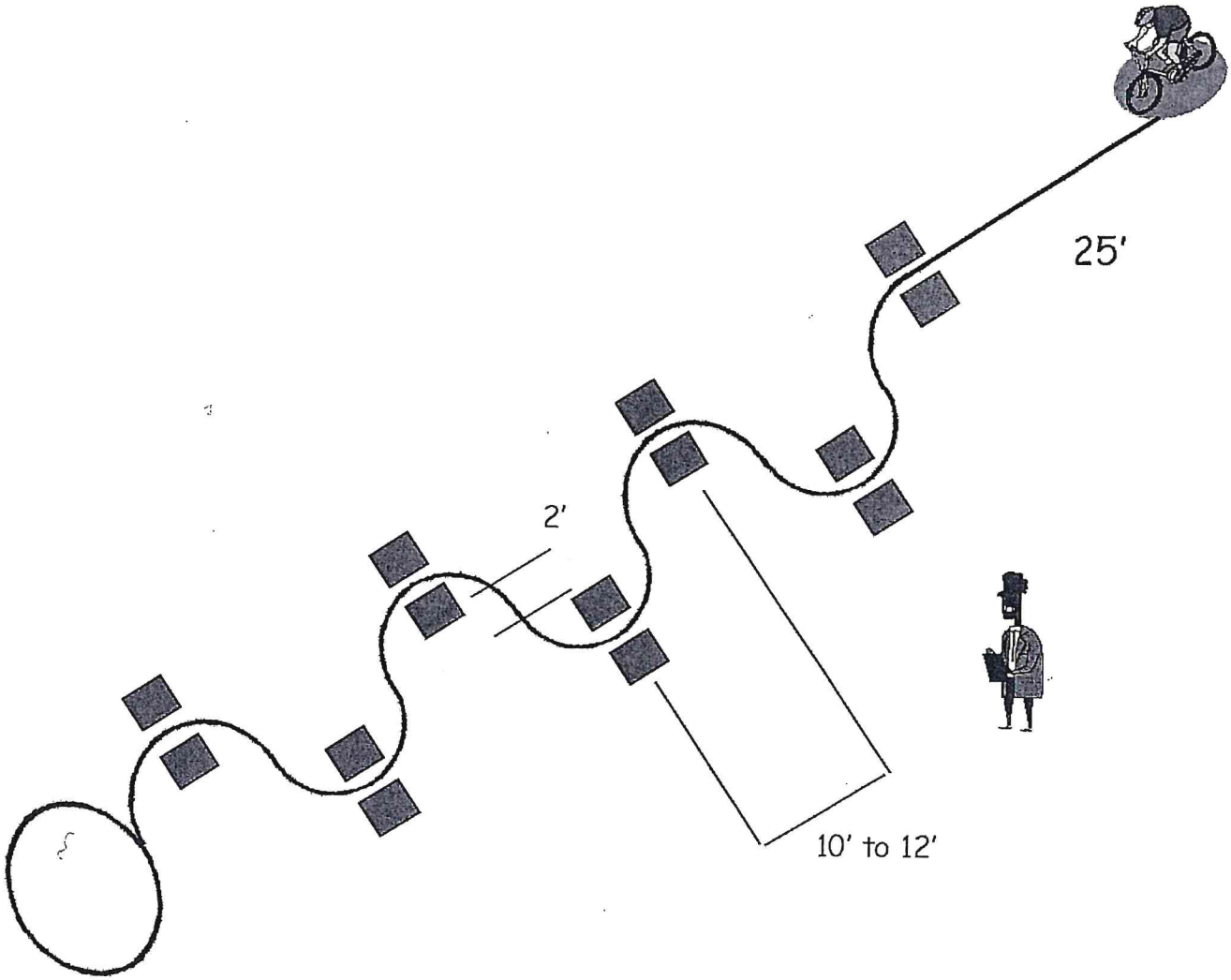
2. **Good:** If the child:
   - attempts to go alternately to the left and right of the sponges, but misses a maneuver.
   - rides over multiple sponges.

3. **Better:** If the child:
   - goes alternately to the left and right of the sponges but not between each sponge.
   - makes a smooth turn around.
   - drives over a sponge.

4. **Best:** If the child:
   - goes alternately to the left and right maneuvering between all of the sponges.
   - makes a smooth turn around.
   - doesn't touch any of the sponges.

Materials Needed: Tape measure and 12 wet sponges (cut tennis balls or mini cones).

Zig-Zag Between Markers



Traffic Injury Prevention Project

Station_____

Signaling

Estimated Time: Allow approximately one minute for each child to complete.

This station is designed to test the child's knowledge of hand signals and their ability to maneuver his / her bicycle while demonstrating the use of hand signals.

Set up a 30 feet long straight line for this station. The line then turns left for 30 feet, and then right for 30 feet, then right again for 30 feet and a final turn to the left for 30 feet. The child has been taught hand signalization prior to coming to this station; however, show the child the **LEFT** turn signal, the **RIGHT** turn signal, and the hand signal to indicate when they are coming to a **STOP.**

The child will ride the course giving the proper hand signals for each turn and when he / she comes to the final stop.

Note: Watch the rider for the correct use of hand signals and wobbling in the turns.

Scoring:

1. **Try Again:** If the child:
   - rides through the course and fails to use hand signals.
   - fails to negotiate turns without excessive wobbling.

2. **Good:** If the child:
   - rides through the course and uses some of the hand signals.
   - wobbles in the turns.

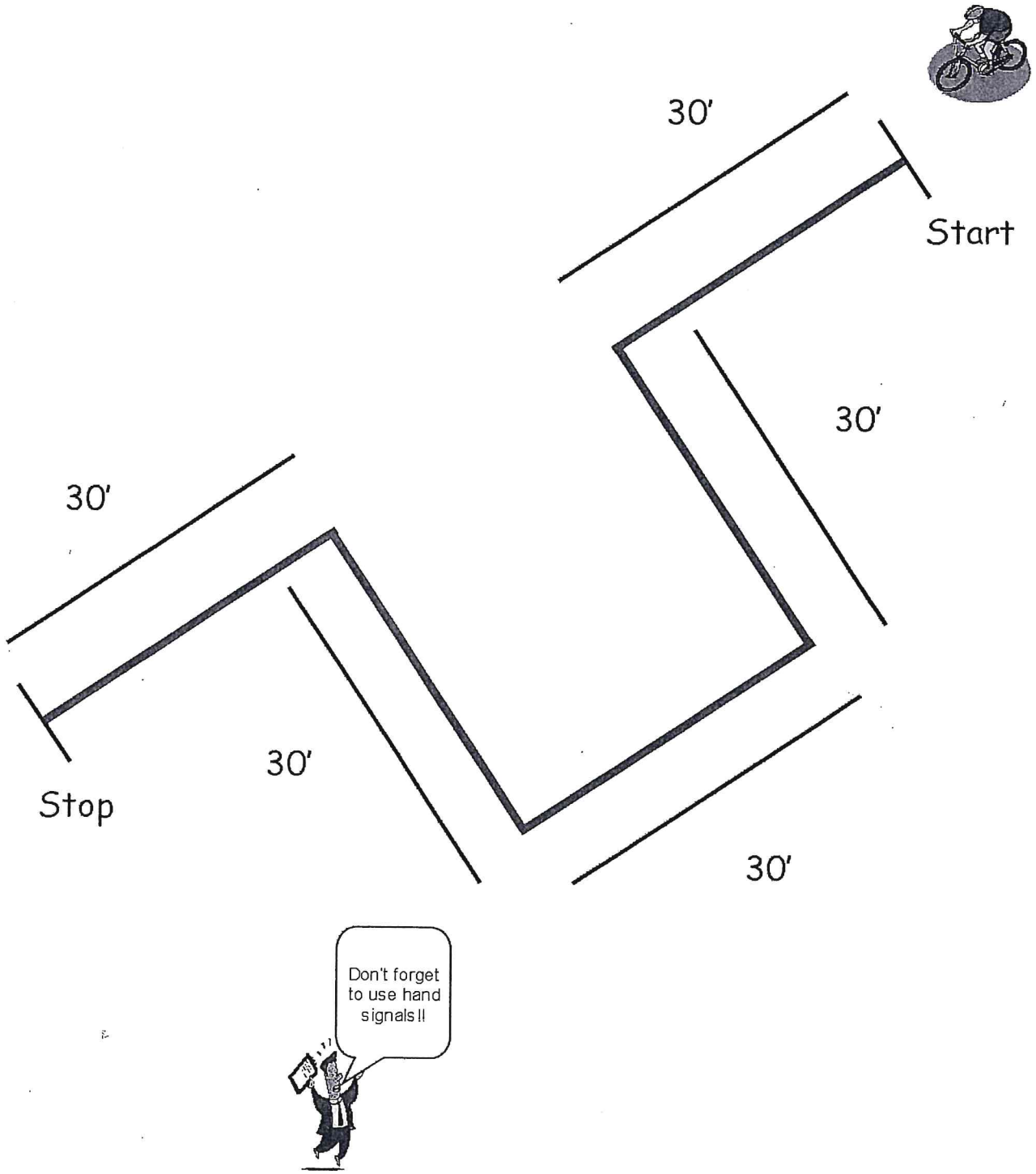
   (Good grade because the child got the basic message, but needs to improve.)

3. **Better:** If the child:
   - rides through the course and uses all hand signals.
   - negotiates the turns with minimal difficulty.

4. **Best:** If the child:
   - rides through the course using all hand signals.
   - correctly and negotiates the turns with ease.

Materials Needed: Tape measure, (tape, chalk, or paint)

Signaling



Station _____

Circling & Balance

Estimated Time: Allow approximately one minute per child to complete.

This station is designed to test the child's balance and ability while circling.

Set up a 4 feet wide circle with the inside ring being at least 12 feet from a center point and the outside ring being at least 16 feet from the center point. The child will drive around the 4 feet wide circle lane without touching either border line and only using one hand to steer the bicycle. The child can use both hands on the handlebars to get started from outside of the circle. Once inside of the circle, the child should use their left hand to steer if the child is riding in a clockwise direction. If the child is riding in a counter-clockwise direction, the child should use their right hand to steer. Let the child circle at least twice in each direction.

Scoring:

1. **Try Again:** If the child:
   - rides around the circle using both hands to steer the bicycle.
   - has to stop the bicycle.
   - rides outside of the lane.

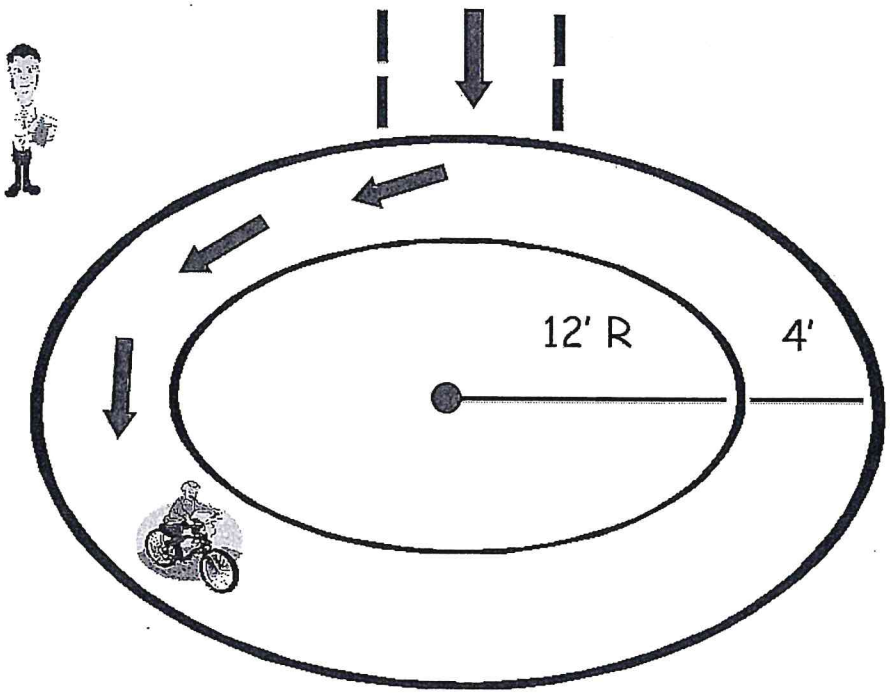
2. **Good:** If the child:
   - rides around the circle and needs to use both hands minimally.
   - doesn't stop the bicycle.
   - rides outside the lane minimally.

3. **Better:** If the child:
   - rides around circle with one hand in each direction.
   - has very little difficulty steering the bicycle.
   - rides within the lane, but is on the border line.

4. **Best:** If the child:
   - rides around the circle using one hand in each direction to steer.
   - has no difficulty handling the course.
   - stays within the lane lines.

Materials Needed: Tape measure, string and chalk to form a circle.

Circling and Balance



Station_____

Figure Eight

Estimated Time: Allow enough time for the children to drive through the course (figure eight) two to four times.

This station is set up to test the child's ability to drive in a bicycle traffic situation with other bicyclists.

The course is set up with two adjoining circles that form a figure eight. Set up two 4 feet wide circles with the inside rings being at least 12 feet from the center points and the outside rings being at least 16 feet from the center points. This course is set up to have two to twelve riders at one time. All children will start from a given point on the course. At a given signal, the children will mount their bicycles from a standing position of one foot on the ground at their respective stations shown on the diagram. The spacing between drivers should be no less than 10 feet or more than 15 feet. The driver on the right always has the right of way.

Scoring:

1. **Try Again:** If the child:
   - does not complete the figure eight.
   - rides on the outside of the outer borders.
   - collides with another bicycle.
   - crosses the intersection less than 4' from another driver.

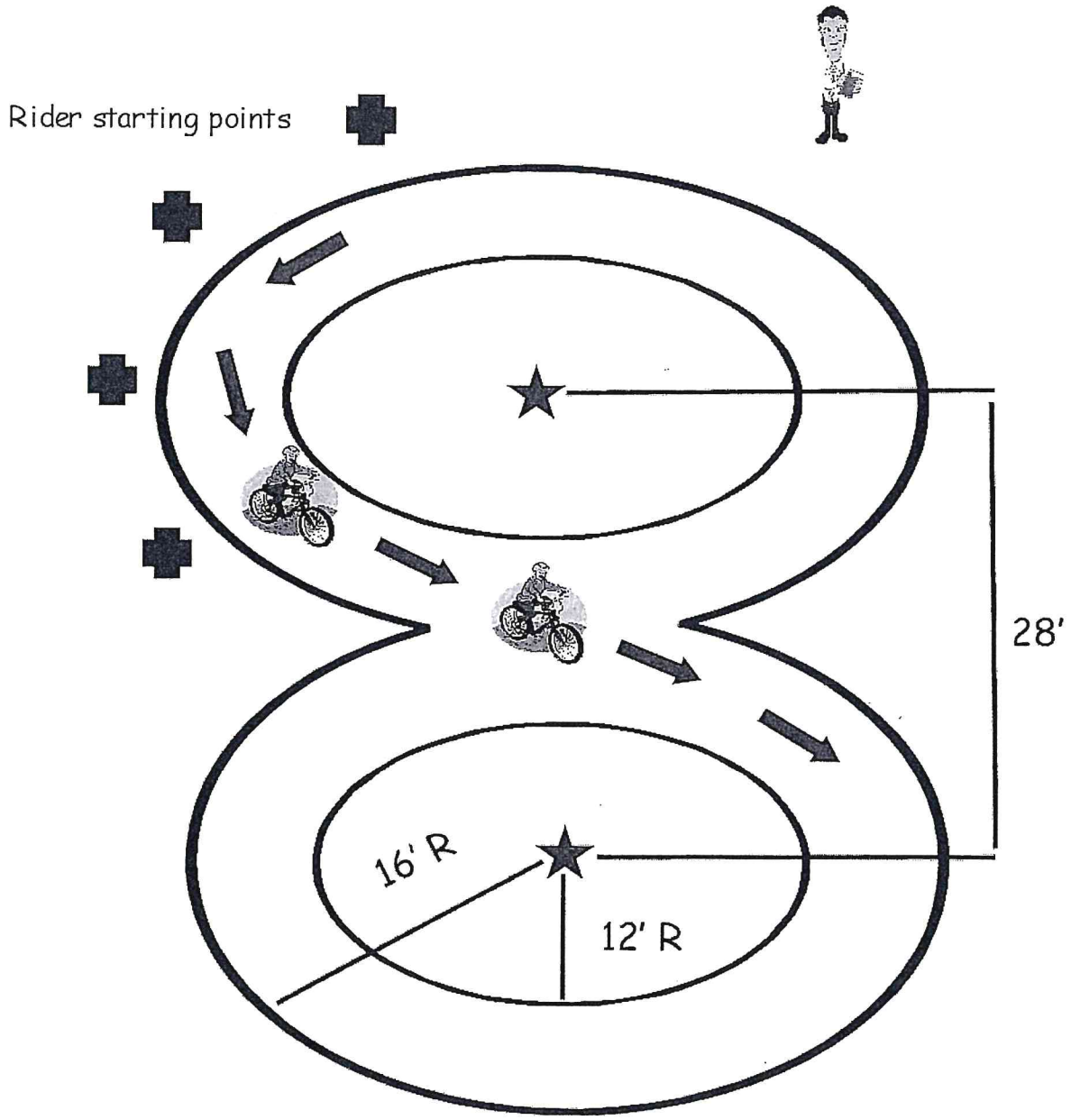
2. **Good:** If the child:
   - completes the figure eight.
   - rides outside of the borders or is wobbly.
   - touches another bicycle.
   - crosses the intersection less than 4' from another driver.

3. **Better:** If the child:
   - successfully completes the figure eight.
   - does not cross or touch the outer border.
   - does not touch another bicycle.
   - crosses over at the intersection less than 4' from the other bicyclist.

4. **Best:** If the child:
   - successfully completes the figure eight without touching or crossing the border,
   - does not touch another bicycle.
   - does not cross over at the intersection within less than 4' of another bicycle.

Materials Needed: Tape measure, string and chalk to form a circle, and ground markers to indicate where the riders should start.

Figure Eight



Station_____

The Driveway

Estimated Time: Allow 2 minutes for each child to pass through this station.

This station is designed to teach children about the hidden dangers of entering the roadway from a driveway or sidewalk without looking, slowing down, or even stopping to check if it is clear of traffic. See diagram to set up this station.

In 2000, there were 15 deaths and 2,342 injuries to bicyclists in Pennsylvania. Two of these deaths and 191 of these injuries occurred at the driveway.

Children will line up to enter the driveway course. Once on the course, **the driver should stop and look LEFT, RIGHT, and then LEFT again before entering the roadway from the driveway.** The child should yield to any nearby pedestrians and then **slowly** ride their bicycle out far enough to see past the sight obstructions that are placed on the course. **The child should look LEFT, RIGHT, and then LEFT before proceeding.** If traffic is coming (car prop), the child must wait until the road is clear, then scan again and enter the roadway when it is safe.

Children that have "freewheeling" bikes (bikes without coaster brakes) should put one pedal up to about ten o'clock (10:00) for a fast, smooth take-off. Bikes with coaster brakes should start with the front pedal between nine o'clock (9:00) and twelve o'clock (12:00).

Scoring:

1. **Try again:** If the child:
   - rides through onto the road without stopping.
   - stops and looks only one way before riding out.

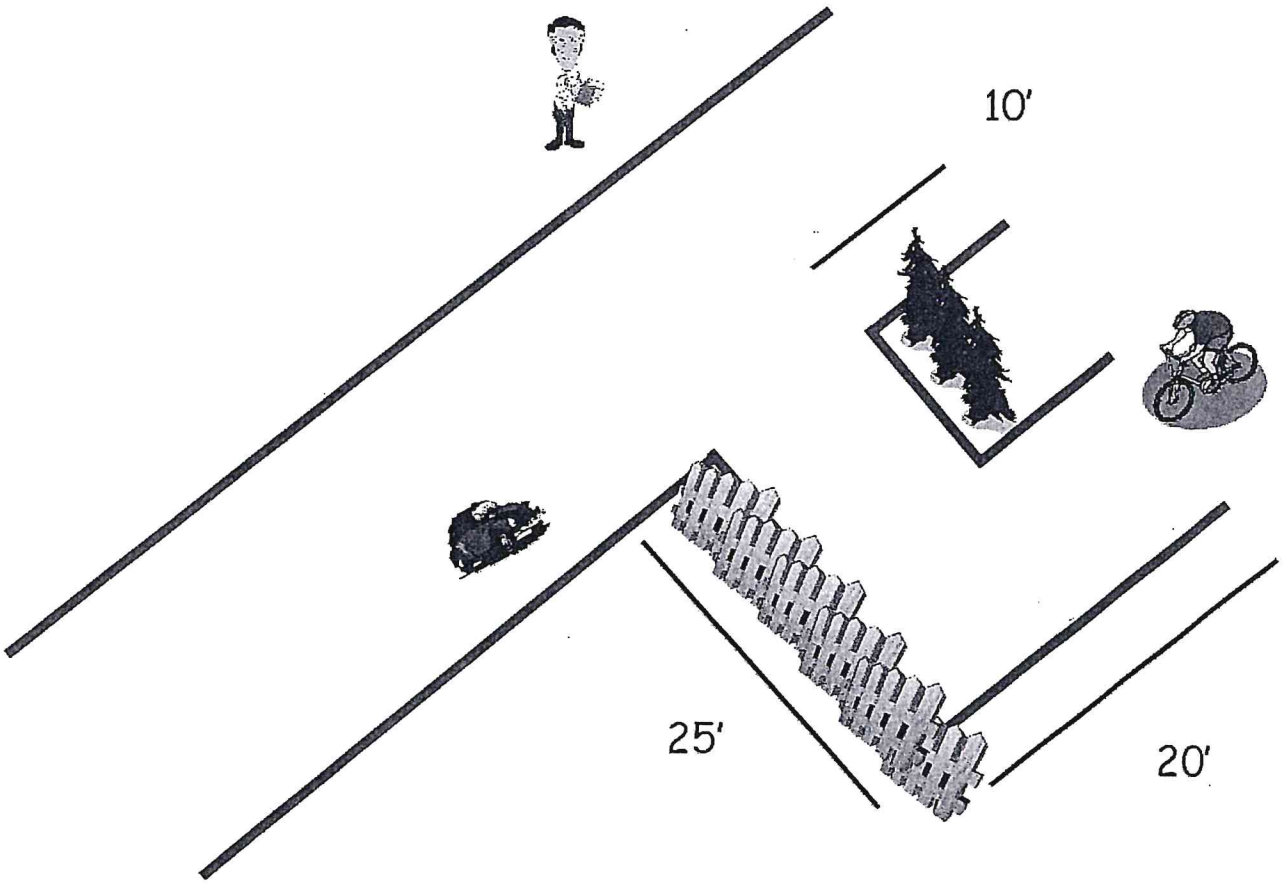
2. **Good:** If the child:
   - stops and looks left, right, left.
   - fails to look left, right, left again when a car is seen. (Good grade because the child got the basic message, but needs to improve.)

3. **Better**: If the child:
   - stops and looks left, right, left.
   - looks left, right, left again before going out onto the road.

4. **Best:** In addition, to stopping and looking left, right, left, and looking left, right, left again before going out onto the road:
   - the child takes off smoothly with good pedal position.

Materials Needed: Tape measure, wooden fence, fake trees, cardboard car cutout, (chalk, tape or paint).

The Driveway



Traffic Injury Prevention Project

Station_____

Stop Sign on Simulated Road

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

This station is set up to teach children the importance of following traffic signs when driving on the road. A bicycle is more than a recreational vehicle and children must learn the proper techniques of driving on the road. This will help them be courteous and safe bicyclists and pedestrians. They will also understand that there are rules of the road that must be followed. The bicycle rodeo is designed to teach young children who are not yet riding on roadways, or those children just starting to ride on the street, to understand and obey street signs and signals. Bicycle training at an early age makes for both skilled cyclists, and ultimately, skilled motorists

STOP SIGN: Set up the pattern of an intersection. Direct the child to ride to the right side of the road, not in the center of traffic. Make sure the child is made aware not to pull too far to the right when stopping. (Pulling too far to the right when going straight puts the bicyclist out of the motorist's view and is a big mistake for cyclists!) As the child approaches the stop sign, he / she should scan the nearby crosswalks and sidewalks for pedestrians. The child should stop behind the stop line and wait to scan (look left, right, left) to see if there are any pedestrians waiting to cross. Once clear, the child should position their bike far enough forward to view if there is any traffic. The child should look to the left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) The child must wait until it is clear before proceeding on to the next station.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

Scoring:

1. **Try Again:** If the child:
   - rides through the stop sign without stopping.
   - stops and fails to look left, right, left before riding out.
   - looks all left, right, left and sees a vehicle, and doesn't look left right left again.
   - fails to stop if there's a pedestrian.

2. **Good:** If the child:
   - pulls too far to the right at the stop sign.
   - looks left, right, left, for pedestrians
   - checks again before proceeding through the intersection (cars).

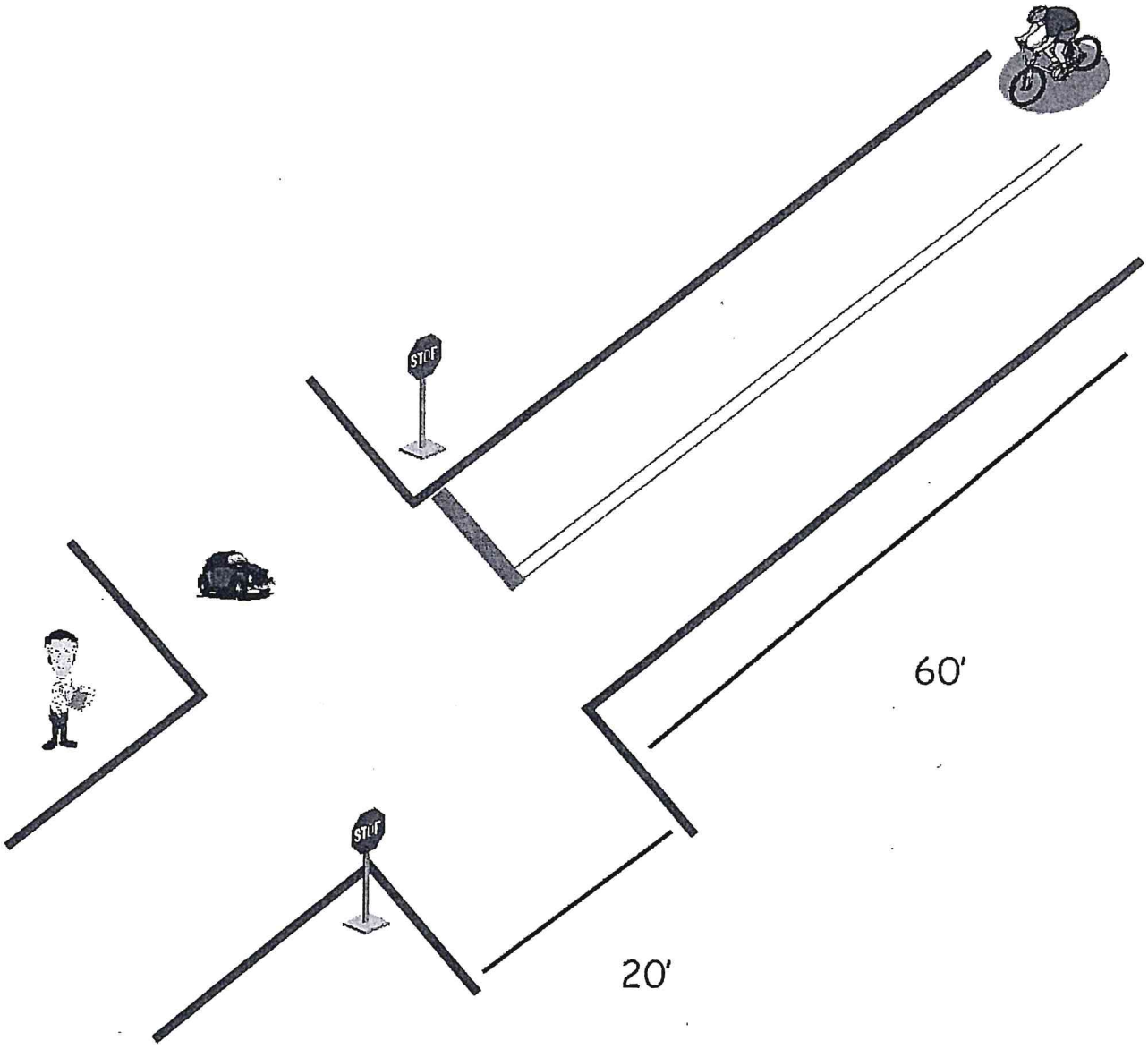
   (**Good** because the child looked left, right, left. However, explain to the child about pulling too far to the right!)

3. **Better:** If the child:
   - pulls straight up to the stop sign.
   - is not too far to the right.
   - looks left, right, left, and checks again before proceeding through the intersection.

4. **Best:** In addition, to pulling straight up to the stop sign and looking left, right left, and checking before proceeding through the intersection:
   - the child takes off smoothly with a good pedal position.

Materials Needed: Stop sign, tape measure, (tape, chalk, or paint)

Stop Sign on Simulated Road



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

Traffic Signal on Simulated Road

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

Like the stop sign, the traffic signal is set up to teach children the importance of obeying traffic signals and knowing what the colors represent.

TRAFFIC SIGNAL: Set up the pattern of an intersection. Direct the child to ride to the right side of the road, not in the center. Make sure the child is made aware not to pull too far to the right when stopping. (Pulling too far to the right when going straight puts the bicyclist out of the motorist's view and is a big mistake for cyclists!) As the child approaches the traffic signal, he / she should scan the nearby crosswalks and sidewalks for pedestrians. The child should stop behind the stop line and scan left, right, then left again to see if there are any pedestrians waiting to cross. Once clear, the child should position their bike far enough forward to view if there is any traffic. The child should scan left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) The child must wait until it is clear before proceeding on to the next station.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

NOTE: Tell the children about the colors of the traffic signal before they go through the station:
RED - STOP
YELLOW - STOP
GREEN - GO

Scoring:

1. **Try Again:** If the child:
   - rides through the traffic signal without stopping on red or yellow.
   - stops and fails to look left, right, left before riding out.
   - looks left, right left again and sees a vehicle, and doesn't look left right left again.
   - sails to stop if there is a pedestrian

2. **Good:** If the child:
   - pulls too far to the right at the traffic signal.
   - looks left, right, left for pedestrians.
   - checks again before proceeding through the intersection for cars.

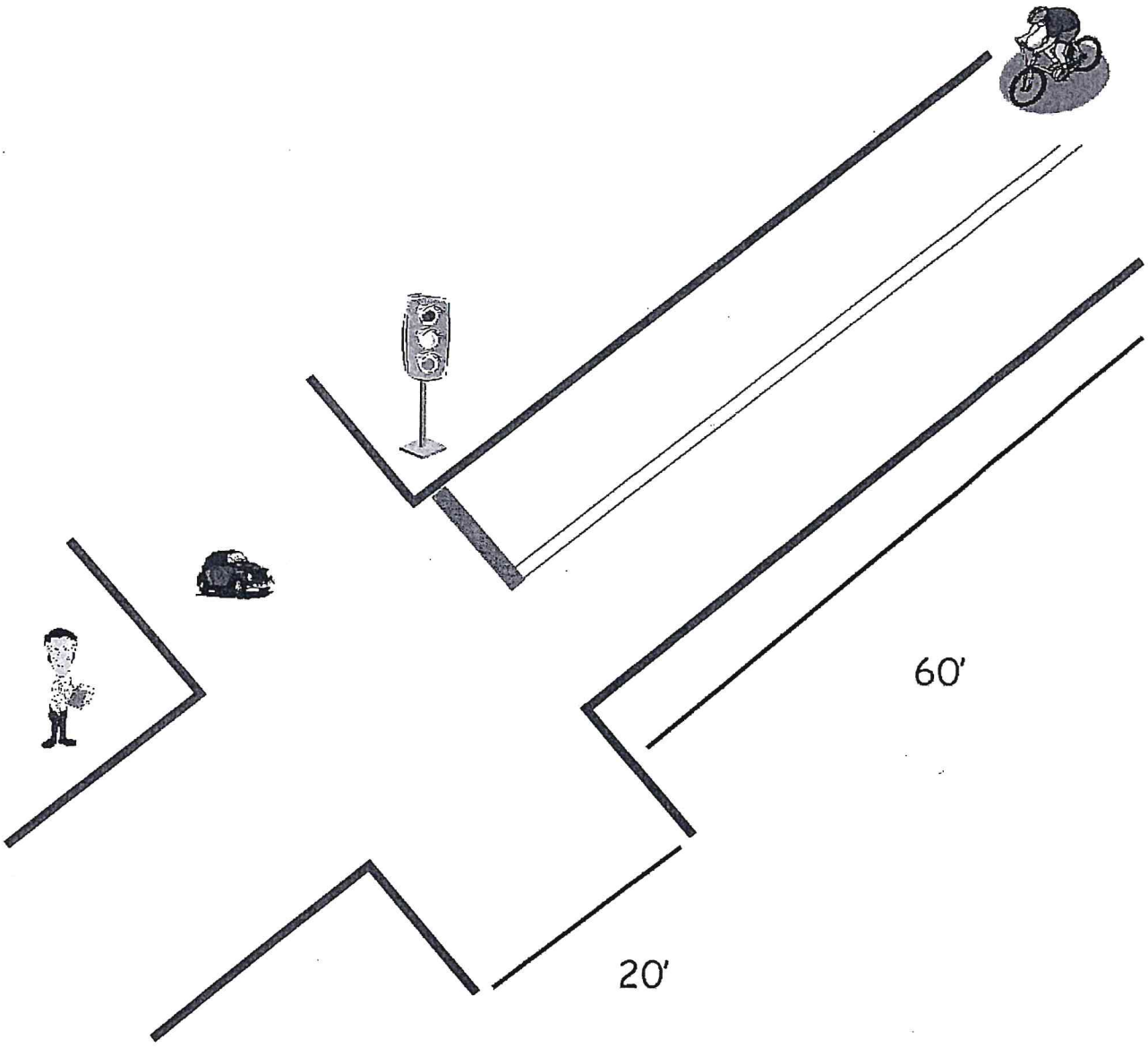
   (**Good** because the child looked left, right, left. However, explain to the child about pulling too far to the right!)

3. **Better:** If the child:
   - pulls straight up to the traffic signal and stops on red or yellow.
   - isn't too far to the right.
   - looks left, right, left, and checks again before proceeding (if there's a vehicle) through the intersection.

4. **Best:** In addition, to the above actions, the child takes off smoothly with a good pedal position.

Materials Needed: Traffic signal, tape measure, (tape, chalk, or paint).

Traffic Signal on Simulated Road



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

Left Turn from Stop Sign

Estimated Time: Allow approximately 3 minutes for each child to pass through this entire station.

This station is set up to teach children the importance of making left turns in traffic and to look for pedestrians and vehicles.

LEFT TURN: Set up the pattern of an intersection. Have the child proceed to the intersection where there will be a stop sign. As the child approaches the stop sign, he / she should look over the left shoulder for approaching traffic. If clear, the child should use the left hand signal and proceed to merge left into the center of the lane. The child should also be scanning the nearby crosswalks and sidewalks for pedestrians. Still signaling, the child should stop behind the stop line and wait to scan (look left, right, left) to see if there are any pedestrians waiting to cross. Once clear, the child should position the bike far enough forward to view if there is any traffic. The child should look to the left, right, and then left again to see if there is any traffic coming in either direction. (Use cardboard cars to simulate traffic.) If clear, the child should turn left into the right side of the right lane of traffic.

Cyclists that have "free wheeling" bikes (bikes without coaster brakes) should put one pedal up to about two o'clock (2:00) for a fast smooth take off.

Easy Instructions: As the rider approaches the intersection, they should:

1) Check behind for traffic
2) Signal
3) Move to the center of the lane
4) Stop at the stop sign
5) Look Left / Right / Left
6) Turn left into the right side of the right lane.

Scoring:

1. **Try Again:** If the child:
   - fails to look back and check for traffic.
   - merges to the left into traffic and doesn't signal.
   - rides through the stop sign without stopping or signaling.
   - stops and fails to look left, right, left before taking off.
   - looks left, right, left and sees a vehicle, and doesn't look left, right left again.
   - fails to stop if there's a pedestrian.
   - turns left, but turns to the left side of traffic instead of the right.

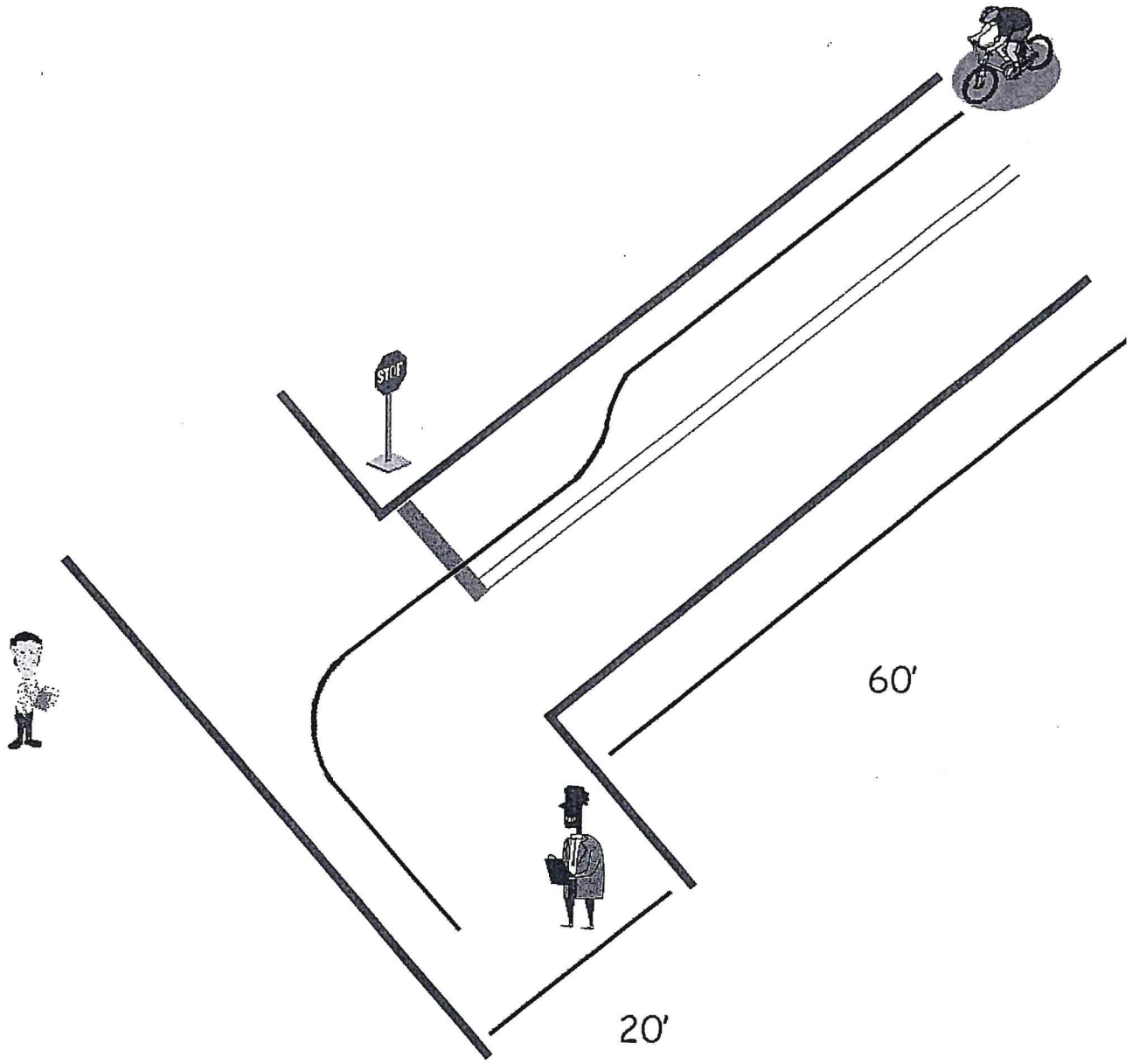
2. **Good:** If the child:
   - looks over the shoulder for traffic.
   - signals left but doesn't merge into traffic.
   - looks left, right, left, (pedestrians) and checks again before proceeding through the intersection (cars). (**Good** because the child looked over shoulder for traffic, signaled, and looked left, right, left; however, explain to the child about merging into traffic and keeping too far to the right!)

3. **Better:** If the child:
   - looks back over the shoulder and checks for traffic.
   - signals and merges to the left.
   - pulls straight up to the stop sign and looks left, right, left, and checks again before proceeding through the intersection.
   - during the left turn, proceeds to the right side of the right lane.

4. **Best:** In addition, to the above mentioned actions, the child takes off smoothly with a good pedal position.

Materials Needed: Stop sign, tape measure, cardboard cutout of a car, (tape, chalk, or paint).

Left Turn from Stop Sign



Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Station_____

What Color Is The Sponge?

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test the child's ability to look over his / her shoulder for traffic while maintaining a primary sense of balance.

Set up two lines approximately 3 feet apart for a distance of 60 feet to create a lane. Place one or two people, each holding a variety of different color sponges, along the side of this lane.

The child should start approximately 15 feet from the lane. Tell the child to drive at a normal pace towards the lane. The driver should go between the lines and continue riding at a normal pace without touching either line or putting his / her feet down on the pavement.

As the child is proceeding through the station, have one of the volunteers hold up one of the different color sponges. Ask the bicyclist to identify the color of the sponge. The child is to look back over their shoulder and identify the color of sponge by shouting out the color.

Scoring:

1. **Try again:** If the child:
   - rides down the lane and disregards looking back over the shoulder.
   - drives outside of the lane.

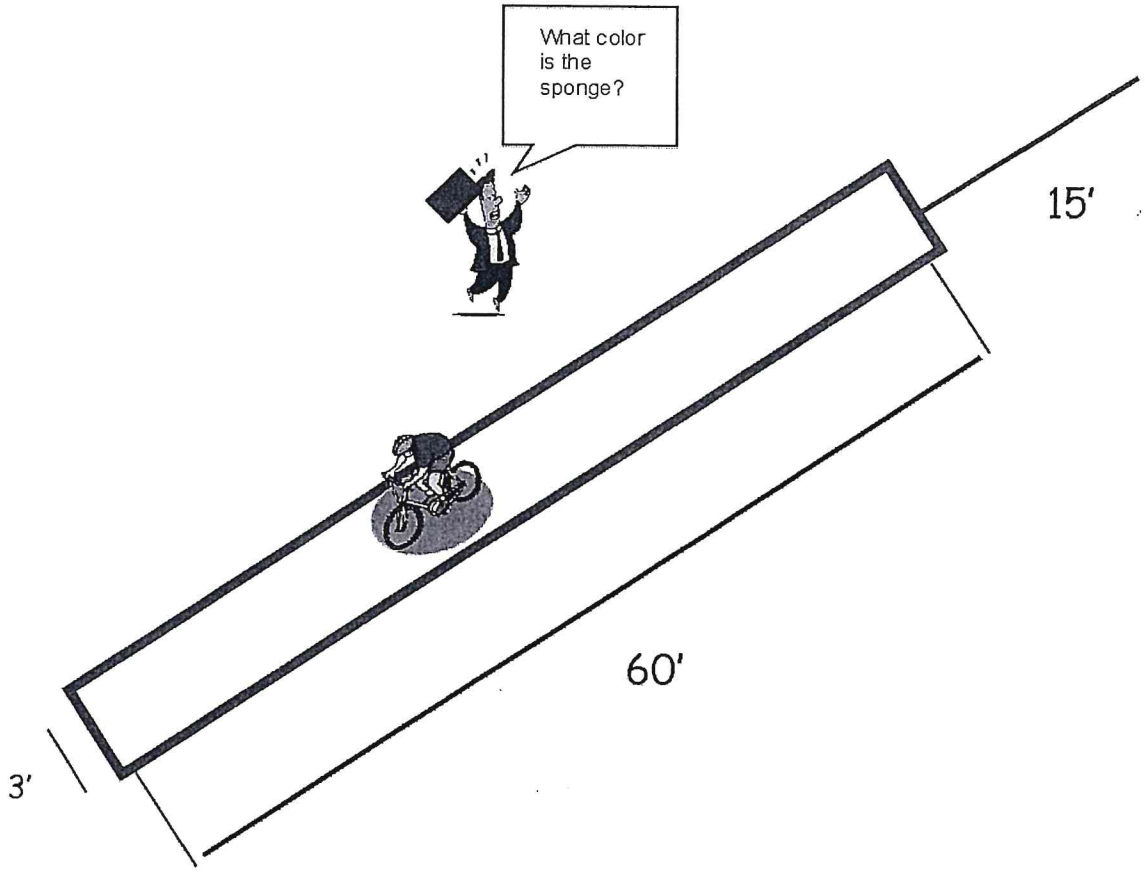
2. **Good:** If the child
   - takes more than 30 seconds to go from one end of the lane to the other.
   - has difficulty keeping his/her balance (stops the bike or puts their feet down).
   - Has difficulty riding within the 3' lane (weaves in and out of lane).
   - watches the ground or elsewhere until asked to look over the shoulder to identify the color of the sponge.
   - looks back over the shoulder, but identifies the wrong color.
   - continues through the station. (Good because the child did show an effort.)

3. **Better:** If the child:
   - takes less than 30 seconds to go from one end of the lane to the other.
   - has very little difficulty maintaining balance (puts foot down or is wobbly).
   - keeps within the 3' lane (touches the line).
   - looks ahead until asked to identify the color of sponge.
   - looks back and correctly identifies the color
   - continues through the station.

4. **Best:** If the child:
   - takes less than 30 seconds to go from the one end of the lane to the other
   - maintains good balance.
   - keeps his head up and looking forward until asked to look back.
   - able to look back over the shoulder and correctly identify the color of the sponge does not touching either line or drive outside of the lane
   - continues through the station.

Materials Needed: Tape measure, chalk or tape for the lines, enough multi-color sponges for two volunteers.

What Color Is The Sponge?



Station_____

Road Hazards

Estimated Time: Allow approximately 2 minutes for each rider.

This station is designed to test the child's ability to control their bicycle while avoiding road hazards and maintaining a primary sense of balance.

Set up a lane of roadway using tape or cones. Place sponges and cardboard cutout products throughout the station on the road to simulate road hazards. Direct the child to ride to the right side of the road, not in the center of the traffic lane, and to avoid the road hazards (sponges, etc.) by driving around them.

Scoring:

1. **Try again:** If the child:
   - rides down the center of the lane and disregards the objects in the road.
   - intentionally rides over the hazards.

2. **Good:** If the child:
   - rides to the right side of the lane.
   - has difficulty keeping his/her balance when swerving around the objects.
   - stops the bike and puts his/her feet down.
   - rides outside the roadway or too far into the center of the roadway (traffic).
   - rides over a few of the hazards.
   - watches the ground for hazards, and continues through the station.

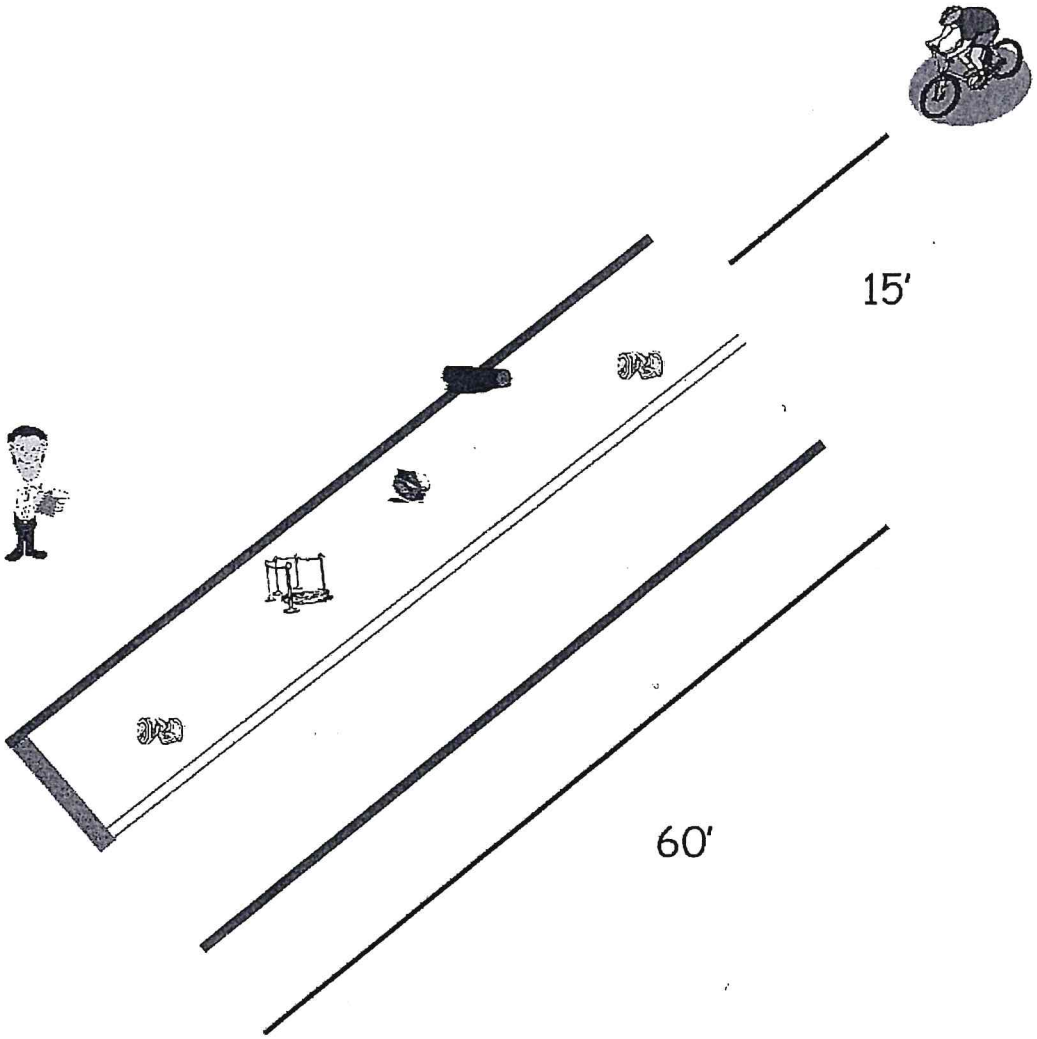
   (Good because the child did show an effort.)

3. **Better:** If the child:
   - rides to the right side of the lane.
   - has very little difficulty maintaining balance (puts foot down or is wobbly).
   - rides over or touches a hazard or swerves too far out into traffic.
   - looks ahead scanning for future objects.
   - continues through the station.

4. **Best:** If the child:
   - rides to the right side of the lane.
   - smoothly swerves around the objects while maintaining good balance.
   - doesn't touch the objects on the road.
   - keeps his head up and looking forward for other objects.
   - continues through the station.

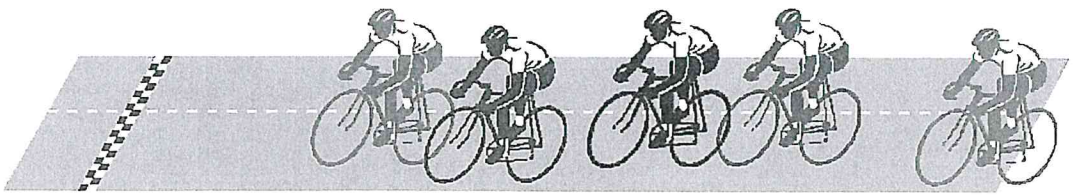
Materials Needed: Tape measure, chalk or tape for the lines or cones, sponges and cardboard cutouts.

Road Hazards

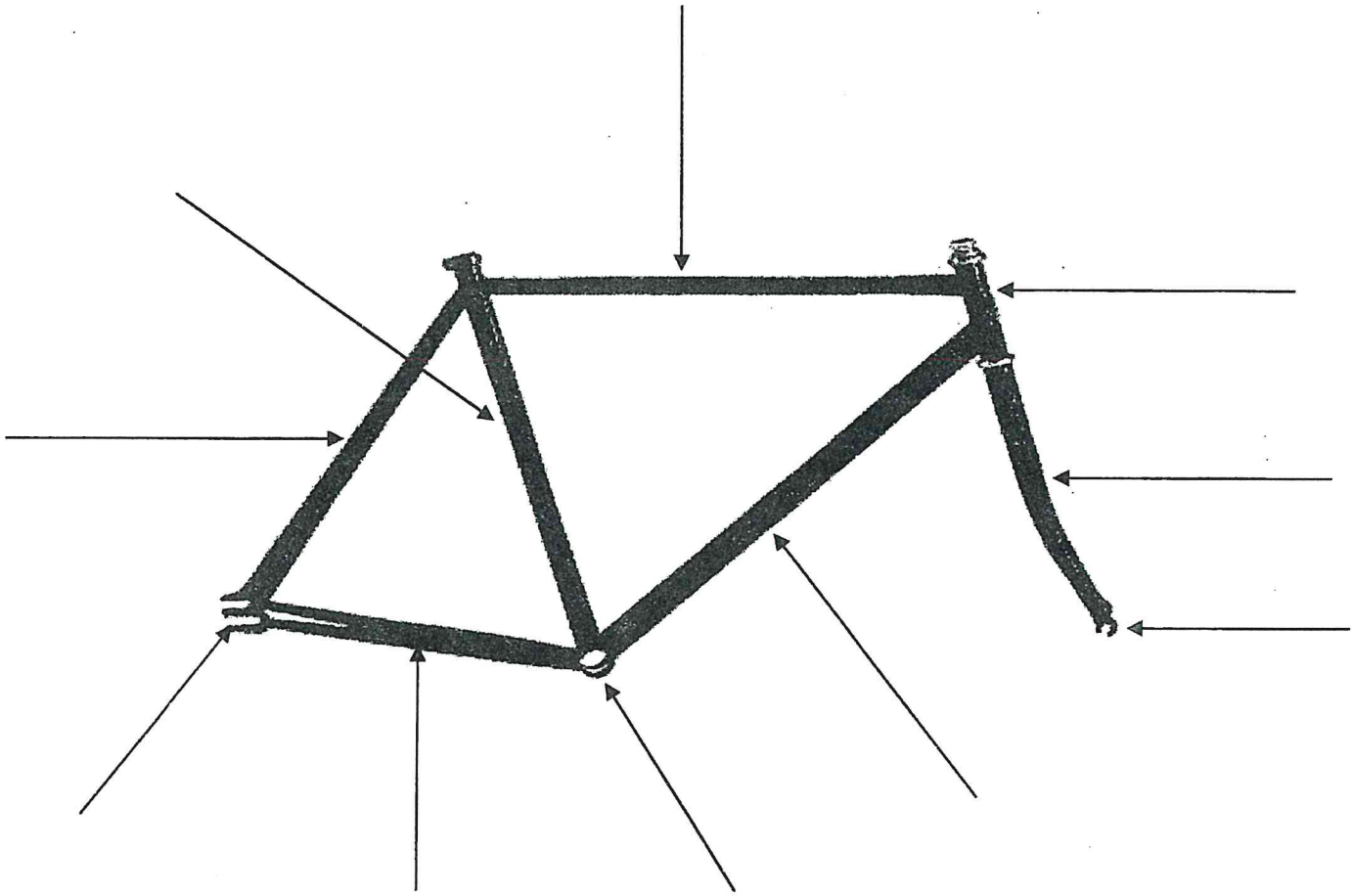


Note: Real roads have approximately 12' lanes. Set your lanes and road up as wide and as long as needed to demonstrate the station. The above measurements are just suggestions.

Bicycle Safety Activity Sheets



NAME THE FRAME



ANSWERS:

Top Tube	Bottom Bracket
Down Tube	Seat Stay
Seat Tube	Chain Stay
Head Tube	Rear Dropout
Front Dropout	Fork Blade

Traffic Injury Prevention Project

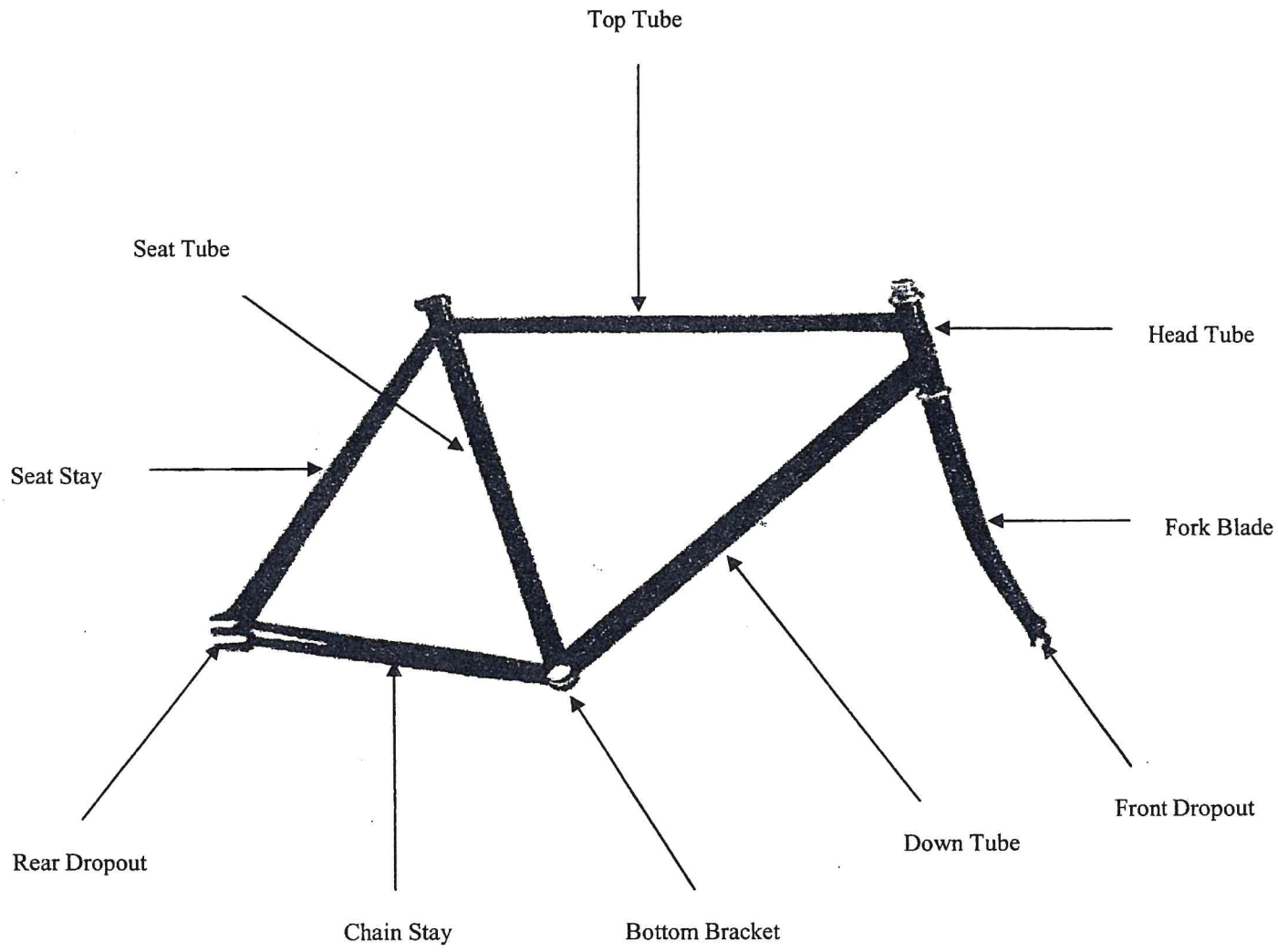
Pennsylvania

1-800-CAR BELT

6/07

NAME THE FRAME

(ANSWER KEY)



ANSWERS:

Top Tube	Front Dropout
Down Tube	Bottom Bracket
Seat Tube	Seat Stay
Head Tube	Chain Stay
Rear Dropout	Fork Blade

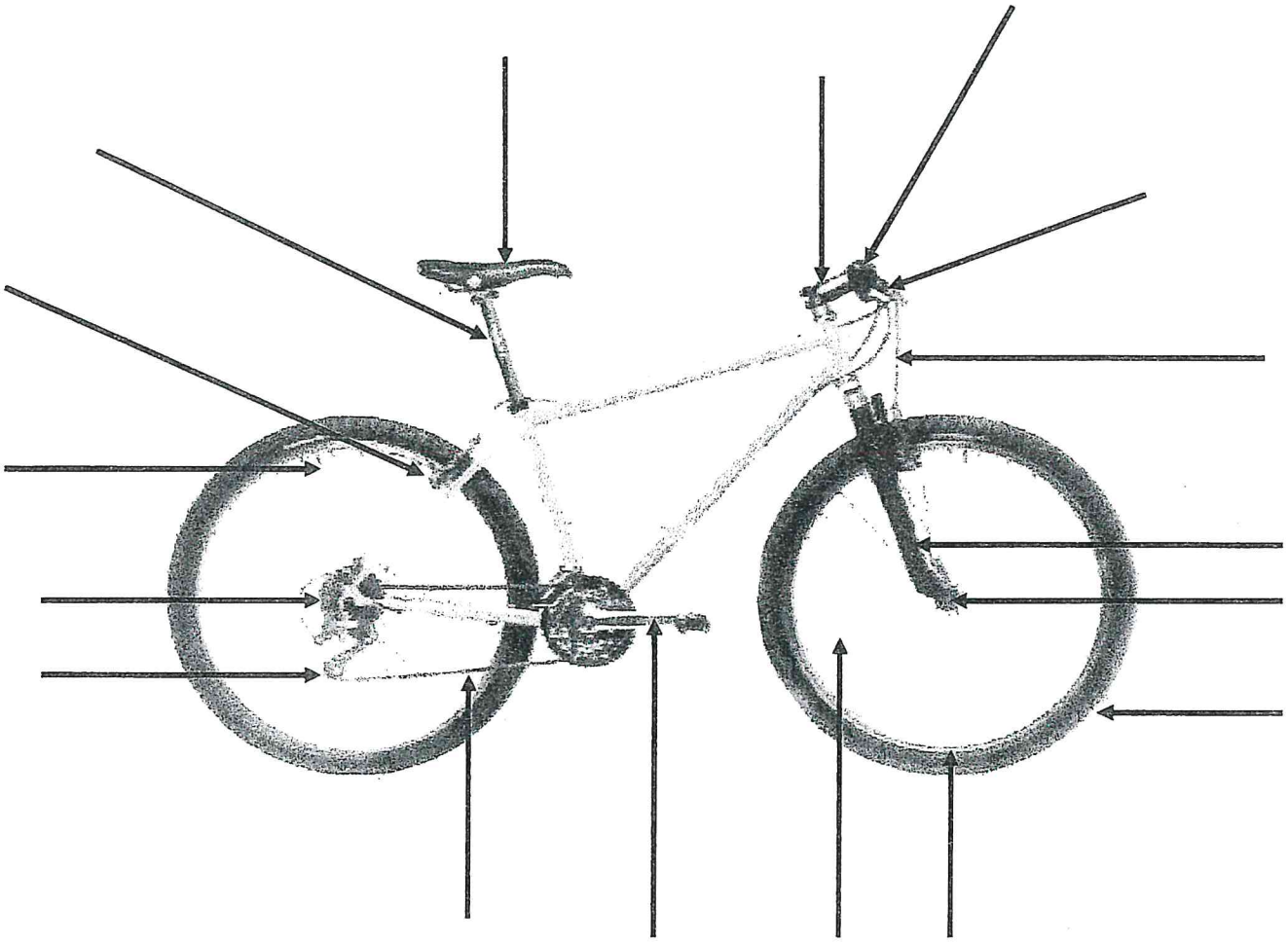
Traffic Injury Prevention Project

Pennsylvania

1-800-CAR BELT

6/07

PICK THE PARTS



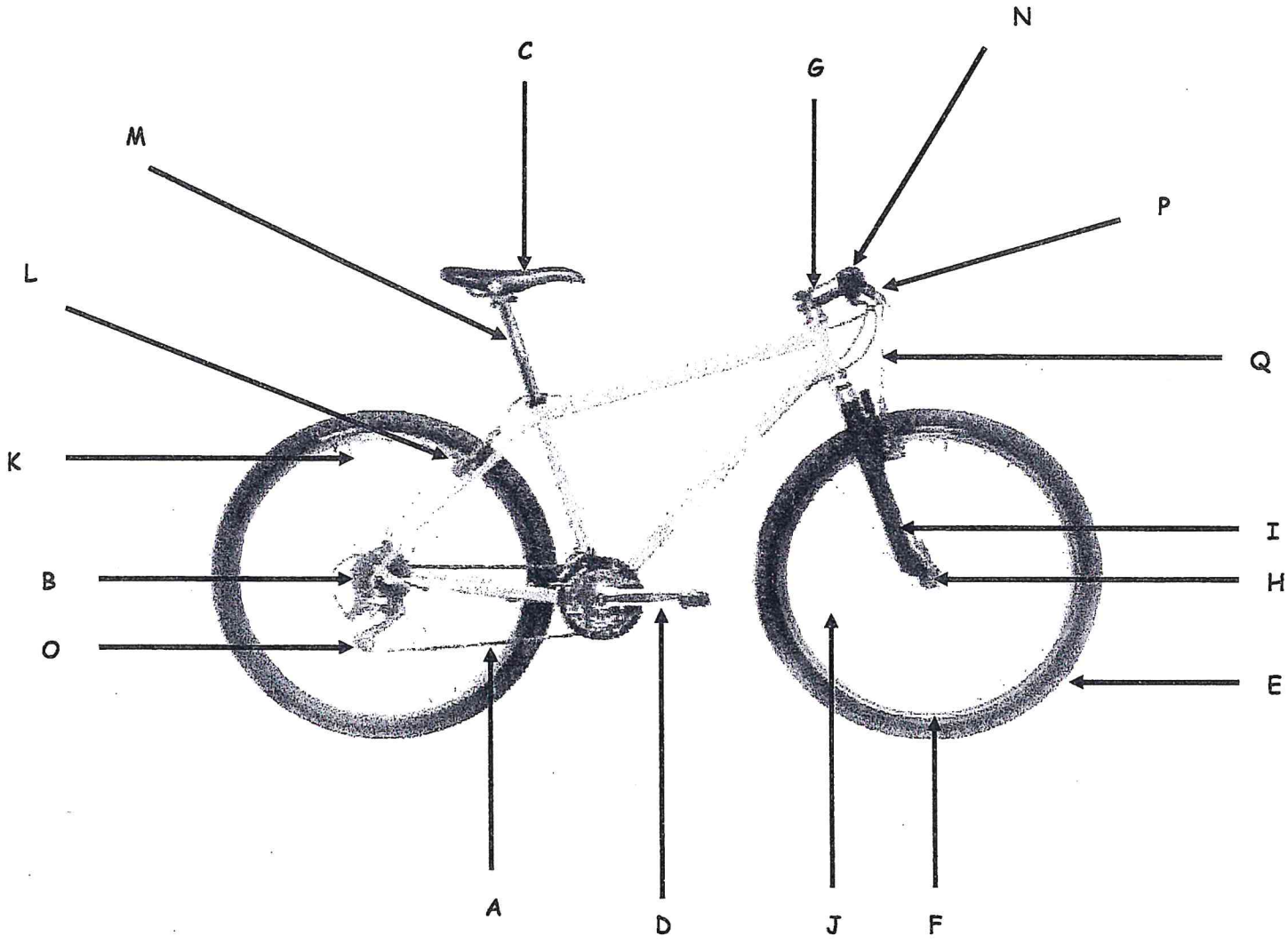
Match the letter to the correct part:

A - Chain
B - Free Wheel
C - Saddle
D - Crank Arm
E - Tire
F - Rim
G -Handlebar Stem
H - Hub
I - Fork
J - Spoke
K - Valve Stem
L - Brake
M - Seat Post
N - Handlebar
O - Rear Derailleur
P - Brake Lever
Q - Cable Housing

Traffic Injury Prevention Project
Pennsylvania

6/07

PICK THE PARTS



Match the letter to the correct part:

A - Chain
B - Free Wheel
C - Saddle
D - Crank Arm
E - Tire
F - Rim
G -Handlebar Stem
H - Hub
I - Fork
J - Spoke
K - Valve Stem
L - Brake
M - Seat Post
N - Handlebar
O - Rear Derailleur
P - Brake Lever
Q - Cable Housing

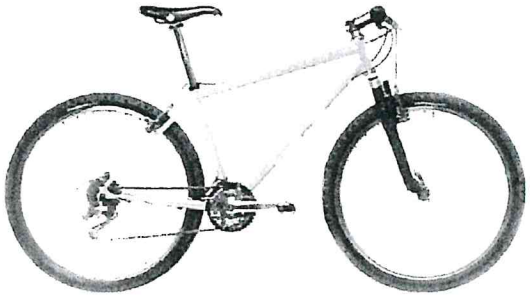
Traffic Injury Prevention Project
Pennsylvania

6/07

MATCH THE BIKE TO THE SCENES

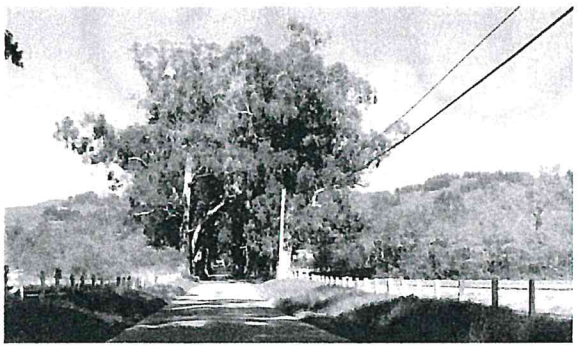
Match the bike to the scene(s) that would best fit the bike's proper use.

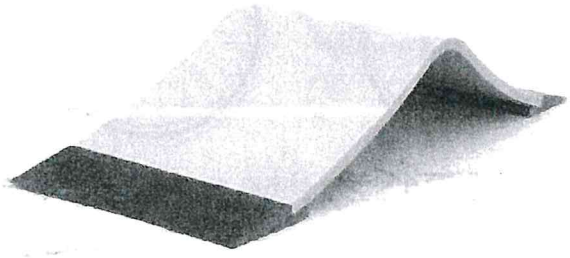
BMX Bike



Mountain Bike

Road Bike





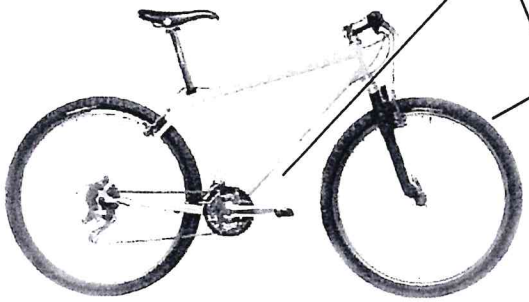
Traffic Injury Prevention Project
Pennsylvania
1-800 CAR BELT

6/07

MATCH THE BIKE TO THE SCENES

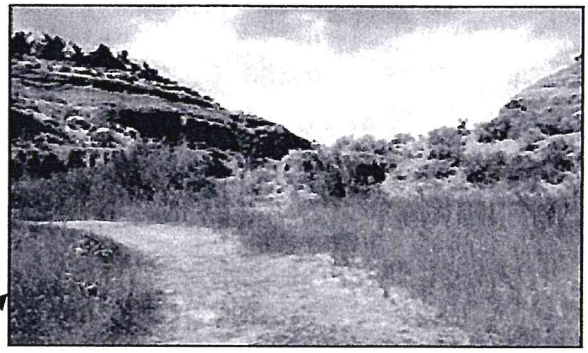
Match the bike to the scene(s) that would best fit the bike's proper use.

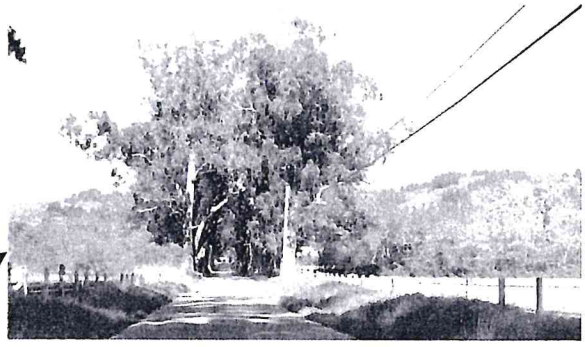
BMX Bike

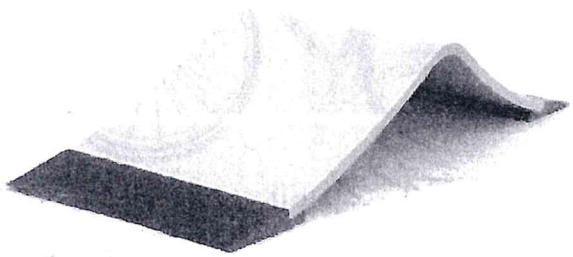


Mountain Bike

Road Bike







Traffic Injury Prevention Project

Pennsylvania

1 800 CAR BELT

6/07

BICYCLE WORD SEARCH

FIND THE WORDS ABOUT BICYCLING

B H T X C P A T I P P C K J D T

I R R T Z F H W K D E A S L M U

C O A Z G O Y A T S D B W H U B

Y P F I R T E M A L A L S A K E

C E F N N R I D E R L E M N L W

L N I Q W I C R A N K L Z D A S

E N C R X M N G E A R S Y L T L

O D S L E F T J R L E T I E H A

Z O I T A Y O B U K I O E B G N

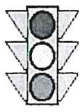
K T G R I G H T O R N P L A I G

H L N D F C I P Q A Y I D R L I

E U A U P L S F R A M E A S T S

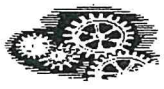
L X L S A D D L E P G O J H A D

M I C E N K I C K S T A N D C N



E P Q F R E E W H E E L F A L A

T I N D E R A I L L E U R V O H



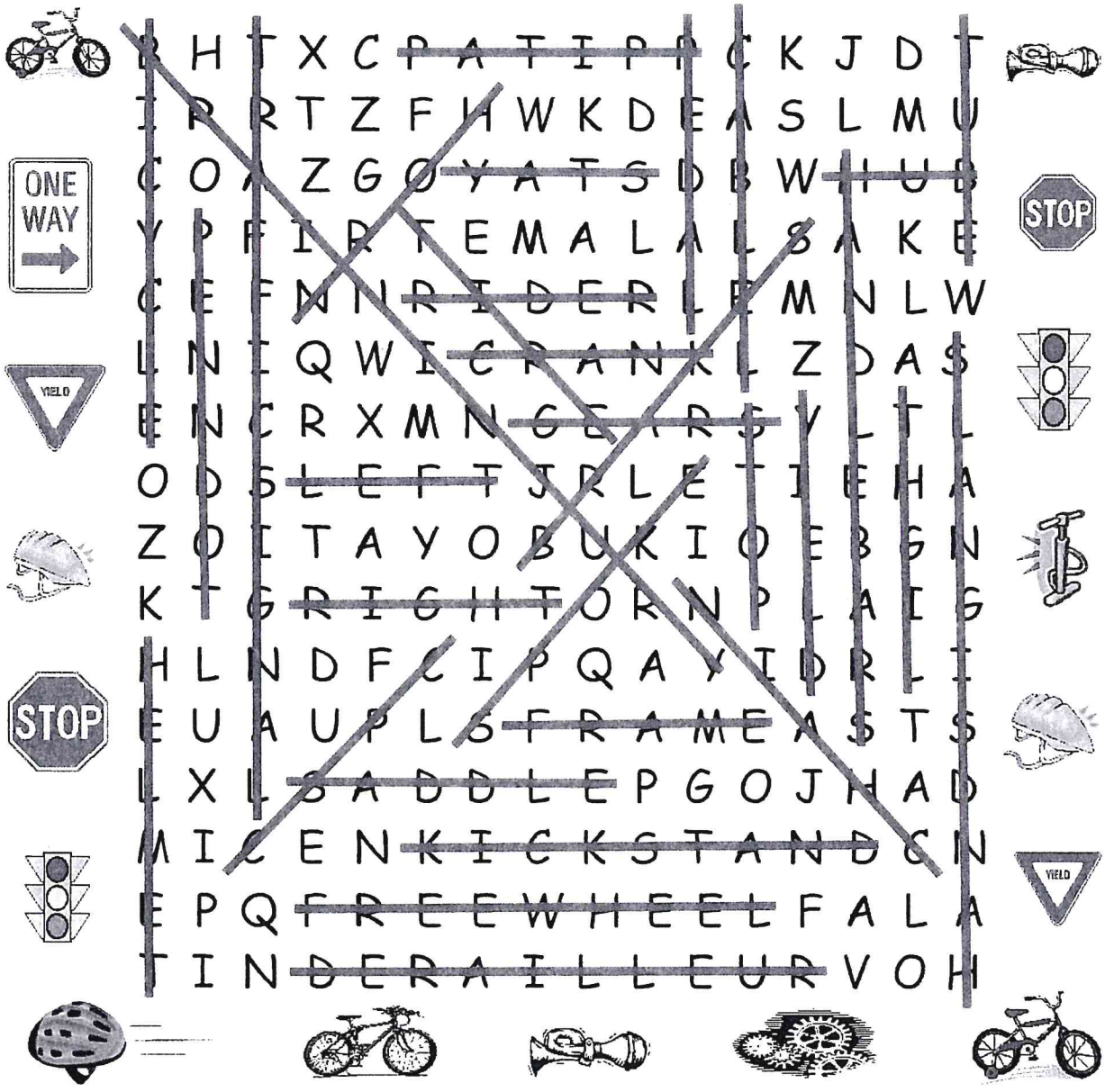
BICYCLE
BRAININJURY
BRAKES
CABLE
CHAIN
CPSC
CRANK
DERAILLEUR
FRAME
FREEWHEEL
GEARS
HANDLEBARS
HANDSIGNALS
HELMET
HUB
KICKSTAND
LEFT
LIGHT
PA TIPP
PEDAL
PENNDOT
RIDER
RIGHT
SADDLE
SPOKE
STAY
STOP
TIRE
TRAFFICSIGNAL
TUBE
YIELD

Mystery word: ___N

BICYCLE WORD SEARCH

FIND THE WORDS ABOUT BICYCLING

ANSWER KEY



BICYCLE
BRAININJURY
BRAKES
CABLE
CHAIN
CPSC
CRANK
DERAILLEUR
FRAME
FREEWHEEL
GEARS
HANDLEBARS
HANDSIGNALS
HELMET
HUB
KICKSTAND
LEFT
LIGHT
PA TIPP
PEDAL
PENNDOT
RIDER
RIGHT
SADDLE
SPOKE
STAY
STOP
TIRE
TRAFFICSIGNAL
TUBE
YIELD

Mystery word: HORN

Fill in the Blanks

Directions: Fill in the blanks. Use the letter in the circle to find the answer to the question.

What is the single most important piece of safety equipment a bicyclist should use every ride?

1. When making a turn, it is important to use proper ◯ _ _ _ _ _ _ _ _ _ _.

2. Before exiting a driveway into traffic, it's important to look _ ◯ _ _, _ _ _ _ _, and _ _ _ _ again.

3. When riding at night, you must always use a ◯ _ _ _ _.

4. Always ride in the _ _ ◯ _ direction as the flow of traffic.

5. Use the _ _ _ _ ◯ _ to stop the bicycle, not your feet.

6. When riding on the road, always ride to your _ _ _ _ ◯.

Answer: A bicycle _ _ _ _ _ _.

Fill in the Blanks

Traffic Injury Prevention Project
Pennsylvania
1-800-CAR BELT

Directions: Fill in the blanks. Use the letter in the circle to find the answer to the question.

What is the single most important piece of safety equipment a bicyclist should use every ride?

7. When making a turn, it is important to use proper hand signals.

8. Before exiting a driveway into traffic, it's important to look left, right, and left again.

9. When riding at night, you must always use a light.

10. Always ride in the same direction as the flow of traffic.

11. Use the brakes to stop the bicycle, not your feet.

12. When riding on the road, always ride to your right.

Answer: A bicycle helmet.

Traffic Injury Prevention Project

Pennsylvania

1-800-CAR BELT

"WHEEL WISE"

Description:

Mounting a bicycle wheel on a backboard made the Wheel Wise game board. The backboard is sectioned into the five (5) following categories: Bicycles; Helmets; the Law; Riding Skills; and General Safety. Twenty-five (25) sample questions - ranging from easy to difficult - were written for each category. The questions were written so elementary schools, middle/high schools, colleges, and community groups could use the game. Additional questions can be written to reinforce a bicycle education program provided by you or used to promote discussion.

To Play:

Players / Teams spin the wheel and must answer a question from the selected category. The first player / team to correctly answer one (1) question from each category wins.

Alternate Use:

The Wheel Wise game has been used at Health Fairs / Community Events. The game creates interest and encourages people to approach the table. When using this game at one of these events, the person spins the wheel and answers a question. If the question is answered correctly, the participant receives a prize. The prize could be a reflective sticker, water bottle, or any item you may have. In addition to the prize you can provide educational brochures. If the question is answered incorrectly, the correct answer is discussed and the person receives educational material.

For more information on the Wheel Wise game, please contact: Angela A. Osterhuber, Director, Traffic Injury Prevention Project - Pennsylvania Chapter of the American Academy of Pediatrics, Rose Tree Corporate Center II, 1400 N. Providence Road, Suite 3007, Media, PA 19063-2043 or call 1-800 CAR BELT.

Traffic Injury Prevention Project

Pennsylvania

1-800-CAR BELT

WHEEL WISE CONSTRUCTION PLANS

PARTS

1 2' x 4' piece of finished plywood
1 20 x 1.75" tire with wheel
2 fender washers to fit the axle
1 1/2" drywall screws
carpenter's glue
plastic wood
sandpaper
primer paint and oil-based enamel paint
2 light metal angle brackets
1 piece of light plastic
2 handles (placed in back to aid in carrying)
2" letters - W H E E L W I S E
1" letters - R I D I N G S K I L L S
S A F E T Y
H E L M E T S
B I K E
L A W
1/4" Black Color Stripe (found in Hobby Shop)

ASSEMBLY DIRECTIONS

Cut the face, sides (2), base, and support (2) pieces from the plywood (see diagram). The two large triangular pieces are used for the sides.

To attach the side pieces with drywall screws and glue, pre-drill three holes in each side of the face board (per side) Countersink the heads of the drywall screws and fill with plastic wood. Attach the base to both sides with countersink screws and glue. The two small triangular pieces can be glued to the inside of the face for added support.

Drill a hole in the center of the face approximately 12" from the bottom. The axle of the tire must be able to fit easily into this hole. Also, cut a slot into the face approximately 4" above the center hole to allow the piece of light plastic to slip through and be used as a flapper against the spokes of the tire.

Sand all sides and paint with the base paint. When dry, use oil based enamel paint for the top coat.

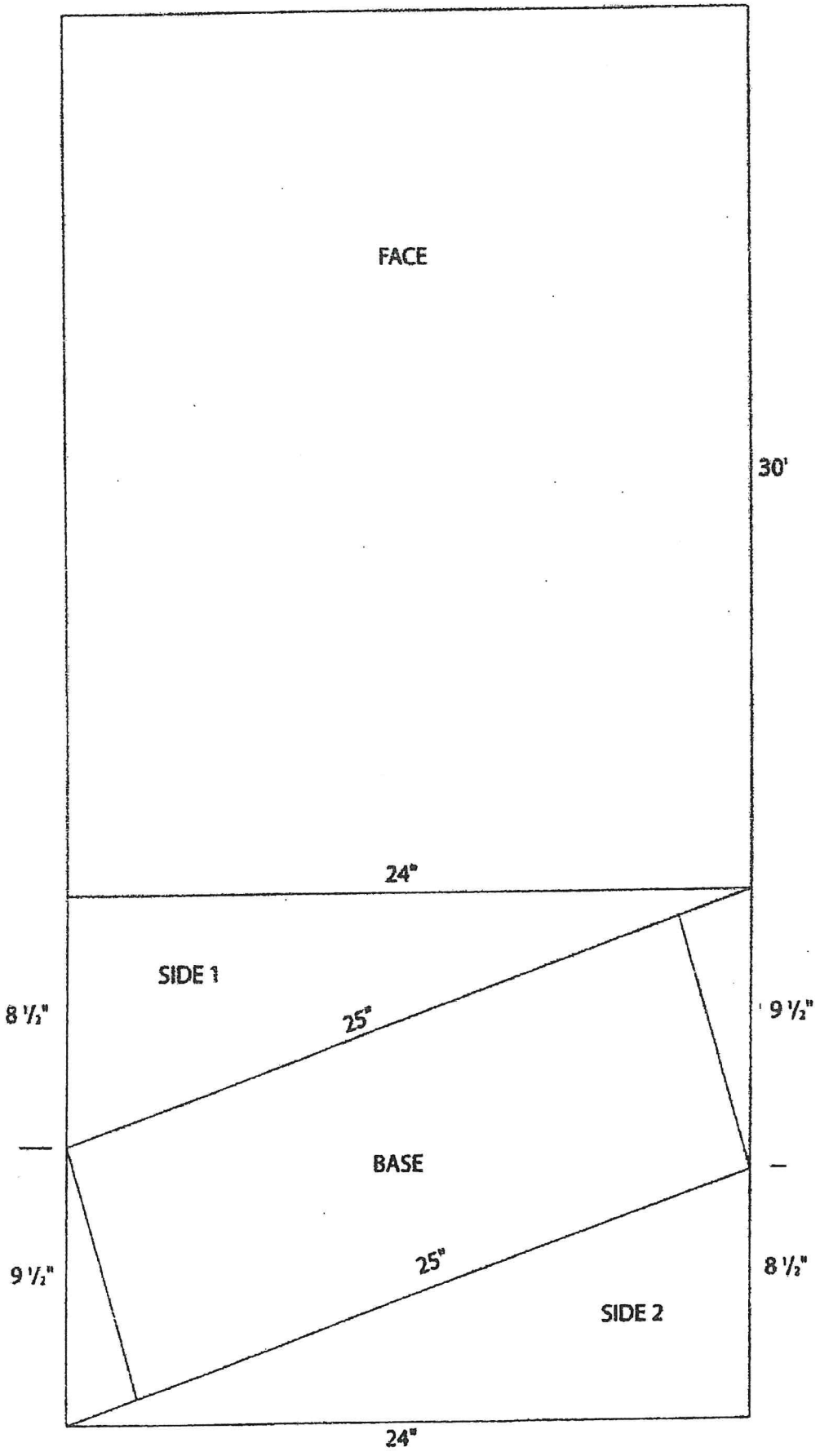
The game title will be placed in a 4" section at the top of the face. Using the hole as the center, divide the face into 5 equal sections using the black color stripe. Label each section with the bike category. Attach the two light metal brackets to the back of the face. Place the light plastic between the brackets and through the slot to secure the plastic into place. Place the two handles on the back of the face in a position that will allow you to carry the game board easily. Insert the tire axle making sure there is a fender washer on the front and back of the face.

SPIN THE WHEEL AND HAVE SOME EDUCATIONAL FUN!

For more information on the Wheel Wise game, please contact: Angela A. Osterhuber, Director, Traffic Injury Prevention Project - Pennsylvania Chapter of the American Academy of Pediatrics, Rose Tree Corporate Center II, 1400 N. Providence Road, Suite 3007, Media, PA 19063-2043 or call 1-800 CAR BELT.

Traffic Injury Prevention Project
Pennsylvania
1-800-CAR BELT

WHEEL WISE CONSTRUCTION DIAGRAM



WHEEL WISE QUESTIONS

BIKES

1. Buying a bicycle that is a little bigger is all right because you will grow into it.

T ☐ F ☑

✓ If a bicycle is too large, it will sway from side to side; a small rider may not be able to stop a large bicycle without falling over. If the bicycle is too small, the rider's knees will bump against the frame and the bicycle will be hard to steer.

2. When buying your bicycle, it is very important that the bike is the right:

a. color b. style **c. size** d. price

3. How often should you check your brakes, tightness of the handlebars, and tightness of the seat?

✓ You should check these items **before each ride.**

4. If the driver is careful, a bicycle in poor condition is considered safe.

T ☐ F ☑

5. Proper fit of a bike is when there is at least one inch between the top tube and the crotch. When seated, push the pedal all the way down and put the ball of your foot on the pedal. Your knee should be slightly bent.

T ☑ F ☐

6. Your bicycle must have brakes, which will:

a. let you stop within 7 feet.
b. let you stop within 15 feet on a clean, dry pavement.
c. make a wheel skid on clean dry pavement.
d. make a wheel skid on any pavement.

✓ The bicycle's brakes will allow you to stop on a clean, dry, level pavement within 15 feet from a speed of 15 m.p.h.

7. Your chain should be loose enough to slip off easily.

T ☐ F ☑

8. A bicycle is considered a vehicle and should be ridden on the right hand side of the road.

T ☑ F ☐

9. Handle bars should be loose so you can change riding positions.

T ☐ F ☑

10. A loose saddle is a potential danger to the cyclist.

T ☑ F ☐

11. A warped wheel rim can cause an accident.

T ☑ F ☐

12. The whole bicycle should be cleaned and oiled occasionally.

T ☑ F ☐

13. A broken coaster brake can be easily fixed at home.

T ☐ F ☑

BIKES cont'd

14. Saddle and handlebars should be adjusted to your height.

T ☑ F ☐

15. Broken or loose spokes should be replaced immediately.

T ☑ F ☐

16. Riding bikes off curbs does not damage the bikes.

T ☐ F ☑

✓ Riding bikes off curbs may cause bike parts to loosen.

17. What are the two ways to measure a bike to assure proper fit?

✓ **MEASURING THE TOP TUBE** – Measure the distance from the seat to the handlebars by placing the elbow next to seat and the fingertips reaching for the handlebars, and

✓ **TOP TUBE CLEARANCE** - straddle the bike and have approximately 1" clearance between the top tube and the crotch.

18. As long as there is some air in your tires it does not matter how much.

T ☐ F ☑

✓ Inflate the tires to the correct pressure for safety and longer wear. Tire pressure is stated on the tire.

19. Name three parts of your bicycle that should be inspected.

✓ **FRAME** - Inspect the welding joints and tubes (are they bent or buckled).

✓ **WHEELS** – The frame and wheels should be in line with each other.
- Spin the wheels - there should be 1/16th inch clearance between the tire and any part of the frame.
- Check for missing or loose spokes.

✓ **TIRES** - Should have plenty of tread.
- Check for cracks in the rubber, punctures, and leaks caused by loose valve stems.

✓ **HANDLEBARS** – The handlebars should be as wide as your shoulders.
- Set below shoulder level and not more than 16 inches above the saddle/seat surface.
- 2 inches of the handlebar stem must remain in the head tube.

✓ **BRAKES** - COASTER brakes should work smoothly and without noise.
- Hand brake levers move easily and do not touch the handlebars when you squeeze the levers to stop.
- Check brake pads for wear.

✓ **PEDALS** - Pedals must have treads or toe clips to keep from slipping.
- Pedals do not scrape when the bicycle is tilted 25 degrees while making a turn.

✓ **CHAIN** – Should have 1/4 to 1/2-inch of slack.

21. When you purchase a bike, one important piece is missing. What is it?

✓ The piece that is missing is the bicycle **helmet.**

22. Preventative maintenance takes only a few minutes. What should you check before every ride?

✓ **TIRES** – Check that the tires have correct air pressure, and there are no cuts or worn/bald spots.

✓ **BRAKES** – Check brake cables and pads for wear and test the brakes as you start to ride.

23. There are two types of bicycle brakes. What are they and how are they different?

✓ **COASTER BRAKES** - Brake with your foot and they are rear brakes.

✓ **HAND BRAKES** - Brake with your hands and they are front and rear brakes.

BIKES cont'd

24. The bicycle wheel must turn evenly between the forks without wobbling. Wobbles can result from two problems. What are they?

✓ **LOOSE AXLE ASSEMBLY** - To check for a loose axle assembly, grasp the top of the wheel and push back and forth. If there is any movement, tighten the axle cone nuts.

✓ **WHEEL ALIGNMENT** - Hold the bike slightly off the ground and spin the wheel slowly. If the wheel wobbles more than a 1/4-inch, a bike mechanic should adjust it.

25. On bicycles with hand brakes, the wheel rims must be kept clean. Why is this important?

✓ **Dirty rims wear down the brake pads and cause the pads to slip when braking.**

SAFETY

1. If you ride your bike at night, you should have a red rear reflector, a front headlight and white or yellow reflectors on each side of your bicycles.

T ☑ F ☐

2. The best way to protect your bicycle from being stolen is to:

a. always lock your bike when leaving it.
b. park your bike where it can be seen easily.
c. take your bicycle indoors overnight.
d. all of the above.

3. A "day-glo" safety flag on a tall, flexible pole attached to your bike warns other drivers that you are near.

T ☑ F ☐

4. Motorists frequently are not looking for anything that is not directly in their travel lane and/or smaller than a vehicle.

T ☑ F ☐

5. Skilled bicycle drivers do not need to check on the street traffic to the rear if they can see ahead and to the sides.

T ☐ F ☑

6. Hitching a ride on another vehicle is safe if the driver is careful.

T ☐ F ☑

7. How loud should your bell or horn be?

✓ The horn should be **heard from 100 feet.**

8. How far should your headlight be visible?

✓ The headlight should be **visible for 500 feet.**

9. What is the most important piece of safety equipment that should be worn while riding?

✓ The most important piece of safety equipment is a **bicycle helmet**.

10. You should slow down at a corner and look extra carefully when:

a. there are bushes blocking your view.
b. there is a truck parked across the street.
c. there is another bicycle rider with you.
d. you are going to school.

SAFETY cont'd

11. The faster you are going:
 a. the faster you can stop.
 b. the longer it takes you to stop.
 c. makes no difference in the time you need to stop.

12. A driver can see your bike best if you are riding:
 a. against traffic.
 b. in the middle of the street.
 c. with traffic.
 d. on the sidewalk.

13. When you ride your bicycle on a wet street, you should ride slower because:
 a. it takes longer to stop
 b. the law requires it.
 c. the traffic moves slower.
 d. pedestrians may step out in front of you.

14. If you see a vehicle backing out of a driveway, you should:
 a. ride onto the sidewalk.
 b. ride further out into the street.
 c. signal.
 d. be ready to stop

15. You can help drivers see you at night by:
 a. equipping your bike with lights.
 b. using reflectors.
 c. wearing light retro-reflective clothing.
 d. all of the above.

16. If you come to a street that has gravel all over it:
 a. ride around the gravel.
 b. keep going the same speed.
 c. slow down.
 d. stop.

17. Name three of the most common bicycle/motor vehicle crashes.
✓ **MOTORIST FAILURE TO YIELD TO A BICYCLIST**
✓ **BICYCLIST FAILURE TO YIELD AT AN INTERSECTION**
✓ **MOTORIST TURN/MERGE INTO A CYCLIST'S PATH**
✓ **BICYCLIST FAILURE TO YIELD AT MID-BLOCK (RIDE OUT)**

18. What is the proper way to scan at an intersection?
✓ The proper way to scan is to **Look Left-Right-Left again and over your shoulder.**

19. When riding in a group, the first bicyclist checks for traffic for the entire group.
 T ☐ F ☑

20. One of the best ways to be safe on a bike is to be predictable. Which of the following are good ways to be predictable?
 a. Always ride with traffic.
 b. Signal all turns.
 c. Stop at stop signs.
 d. All of the above.

SAFETY cont'd

21. When passing a pedestrian (walker) on a bike path, you should:
a. Stop, dismount and walk around them.
b. Quietly pass them so you don't frighten them with a sudden noise.
c. Yell "passing left" or "passing right" and pass on that side.

22. When a traffic light changes from green to yellow, an approaching bicyclist should:
a. Continue at regular speed.
b. Stop and wait for a green light.
c. Speed up to get through the intersection.

23. Crashes can be avoided by: (More than one may apply)
a. Stopping and scanning before entering a roadway.
b. Wearing bright clothes when riding during the day.
c. Riding on the proper side of the street.
d. Scanning for cars coming from behind.

24. Skidding is a safe way to make an emergency stop.
T ☐ F ☑
✓ Skidding is not safe because the rider no longer has control of the bike during the skid.

LAW

1. Under PA law, bicyclists like car drivers:
a. must pass a test before they can ride their bicycle on the road.
b. must obey all traffic signs and signals.
c. get parking tickets if they park their bikes where it is not allowed.
d. none of the above.

2. On two lane streets, you should ride your bicycle on the right side of the road, in the same direction as the rest of the traffic.
T ☑ F ☐

3. When two or more people are driving their bicycles in the street they must ride single file.
T ☐ F ☑
✓ Bicyclists must not ride more than two abreast, but it is wisest to ride single file.

4. Bicyclists must yield the right of way to pedestrians (walkers).
T ☑ F ☐

5. At night a bicycle must have a white light on the front, bright enough to be seen at a distance of 500 feet.
T ☑ F ☐

6. Parents may be responsible when their children violate the law.
T ☑ F ☐

7. You are allowed to pass a car stopped for a red traffic signal if you do not see any other cars in the intersection.
T ☐ F ☑

LAW cont'd

8. On a country road, bicycle drivers keep to the left side of the road just like pedestrians.

T ☐ F ☑

9. Bicycles are allowed on high-speed freeways and interstates.

T ☐ F ☑

✓ Bicycles are prohibited from riding the turnpike, interstates, and limited access highways, except when permitted by signs.

10. If you do not ride on busy streets, you do not need a bell or horn.

T ☐ F ☑

✓ It is required by law for bikes to be equipped with a bell or horn.

11. You can drive a bike in either direction on a one-way street.

T ☐ F ☑

12. Bike riders should perform the proper hand signals when stopping or turning.

T ☑ F ☐

13. Where is bike riding very dangerous?
a. on the right side of the road, with traffic.
b. on the left side of the road, against traffic.
c. near schools.
d. in the park.

14. You should ride your bike:
a. with traffic.
b. facing traffic.
c. in the center of the right lane.
d. on the sidewalk only.

✓ The **correct answer for children under 9 is d** unless they are supervised by an adult.

15. When you come to a cross road with no stop signs, you should:
a. let vehicles go first.
b. let the vehicle on your right go first.
c. let the vehicle on your left go first.
d. keep going.

16. If you come to an intersection just as a person steps off the curb, what should you do?
a. stop, then proceed according to the right-of-way yield laws.
b. slow down.
c. steer around him.

17. If you come to an intersection at the same time as a car on the cross street, you should:
a. stop, then proceed according to the right-of-way yield laws.
b. slow down.
c. go if the driver looks at you.

18. A bicycle is considered a vehicle and should be driven on the right hand side of the street.

T ☑ F ☐

LAW cont'd

19. It is safe for two people to be on a bike if one is on the handlebars.

T ☐ F ☑

✓ PA law states a fixed seat must be used for riding. If there is one seat, then there is only one rider.

20. You may ride your bike on the left side of the street if:
a. there are no cars.
b. you are near school.
c. you are leaving a driveway.
d. the street is one-way.

21. A bicyclist, if tired, may take both hands off the handlebars.

T ☐ F ☑

✓ PA law states that one hand must be on the handlebars at all times.

22. Pedestrians have the right-of-way on sidewalks and crosswalks.

T ☑ F ☐

23. Each bike should be equipped with reflectors. What reflectors should be on each bike?

✓ Each bike should be equipped with a **white front reflector, a red rear reflector, and white or amber side wheel reflectors** (front and back). **Pedals also have reflectors**.

24. Young bicycle riders may ride their bikes on the sidewalks in business districts.

T ☐ F ☑

✓ PA law states that you may not ride on the sidewalks in business districts.

25. In Pennsylvania, who is required to wear an approved bicycle helmet?

✓ PA law requires **all children under the age of 12** to wear an ANSI, SNELL, ASTM, or CPSC approved bicycle helmet when operating, or riding as a passenger on a bicycle.

26. What is the minimum fine for violating the bicycle law?

FINE	$10.00
COURT COSTS	$31.50 (2006, Court costs are adjusted annually.)
EMS FUND	$10.00
JUDICIAL ADMINISTRATIVE COSTS	$10.00
TOTAL	**$61.50**

27. What is the maximum fine for violating the bicycle helmet law?

✓ The maximum fine for violating the bicycle helmet law is **$25.00**.

RIDING SKILLS

1. When crossing an intersection where there is a traffic signal, you should cross as soon as the light turns green.

T ☐ F ☑

✓ Before crossing an intersection, you should always scan for other vehicles and pedestrians.

2. Demonstrate the correct hand signal for a right hand turn.

✓ The correct hand signal for a right hand turn is the **left arm extended at shoulder height and the forearm bent up or the right arm extended straight out at shoulder height.**

RIDING SKILLS cont'd

3. Demonstrate the correct hand signal for a left hand turn.
✓ The correct hand signal for a left hand turn is the **left arm extended straight out at shoulder height.**

4. Demonstrate the correct hand signal for slowing down or stopping.
✓ The correct hand signal for slowing down is the **left arm extended out with the forearm pointing down.**

5. You can increase your fun and reduce your chances of getting hurt when bicycling by:
a. racing your bike against a friend.
b. learning how to ride your bicycle on only one wheel.
c. learning how to operate your bicycle safely.
d. none of the above.

6. A bicycle driver should always slow down or stop before entering a street.
T ☑ F ☐

7. Bicycle drivers should practice their driving skills in a safe area away from traffic.
T ☑ F ☐

8. It is wise to get off your bike and walk it across busy streets.
T ☑ F ☐

9. When you enter a street from an alley or driveway, you should stop and scan for traffic.
T ☑ F ☐

10. Before you make a left turn, scan quickly over your left shoulder to find out what is coming from behind.
T ☑ F ☐

11. Many traffic crashes can be prevented if bicyclists learn about traffic rules and become skilled drivers.
T ☑ F ☐

12. It is okay to enter an intersection with a traffic signal when the signal is amber (yellow).
T ☐ F ☑

13. Cyclists should ride at least five feet away from parked cars.
T ☑ F ☐
✓ Car doors open from 35" to 48" from the side of the car. Add 12" for the right handlebar and you have five feet at a minimum.

14. It is not necessary to stop at intersections if there is no traffic.
T ☐ F ☑

15. When passing a slow moving vehicle going in the same direction you should pass to the left.
T ☑ F ☐

16. Bike riders should try to crowd ahead between cars at a stop signal so they can be in front when the light changes.
T ☐ F ☑

RIDING SKILLS cont'd

17. Name the two correct ways to make a left turn.
✓ **Get off your bike and walk it across the street in the crosswalk, or**
✓ **Slow down, scan behind for other vehicles and then move to the left of the lane and turn when clear.**

18. A bike rider should look only straight ahead when crossing an intersection.
T ☐ F ☑

19. Bicyclists are subject to the same traffic laws which govern cars.
T ☑ F ☐

20. There is danger of skidding on curves even if the road is not wet.
T ☑ F ☐

21. You should slow down at a corner and look extra carefully when:
a. there are bushes blocking your view.
b. there is a truck parked across the street.
c. there is another bicycle rider with you.
d. you are going to school.

22. When you scan over your shoulder, be certain to:
a. keep driving in a straight line.
b. make sure you make eye contact with the driver.
c. signal.

23. Children under age nine should not ride in the roadway.
T ☑ F ☐
✓ Children under age nine do not have the skills to identify and avoid dangerous traffic situations.

25. What is the proper way to scan at an intersection?
✓ The proper way to scan is to **Look Left-Right-Left and over your shoulder.**

HELMETS

1. When should a bike helmet be worn?
✓ **Always** wear a bicycle helmet when riding.

2. What is the first thing you should look for when buying a helmet?
✓ First check the **ANSI, ASTM, SNELL, or CPSC stickers.**

3. Why does a helmet have a hard outer shell?
✓ The helmet has a hard outer shell **to spread out the crash force and prevent penetration.**

4. What do the adjustable pads on the inside of the helmet do?
✓ The adjustable pads in a bicycle helmet **assure a perfect fit.**

5. How does a helmet work?
✓ The styrofoam part of the helmet crushes **absorbing some of the crash energy, and also spreads the energy from the crash force out.**

HELMETS cont'd

6. When should you replace a bicycle helmet?
✓ A helmet must be replaced **after a crash.**

7. Which helmet is better, a hard shell helmet or a soft shell helmet?
✓ Both have thick layers of polystyrene that cushions the head, it is a **matter of personal preference**. The most important thing to look for is the SNELL, ASTM, or ANSI Certification and a good fit.

8. When should children begin wearing helmets?
✓ **When they begin to ride a bike or when they are transported on the back of an adults bike**. A fall from a height of 2 to 3 feet can cause permanent brain damage.

9. What are the three important parts of a good helmet?
✓ **OUTER SHELL** - holds the helmet together in a crash
✓ **POLYSTYRENE LINER** - absorbs the crash energy
✓ **RETENTION SYSTEM** - strong strap and buckle

10. What percentage of bicyclists killed in crashes die from head injuries?
✓ The percentage of bicyclist who die from head injuries is **75%.**

11. A bicycle helmet can reduce head injuries and brain damage by 85%.
T ☑ F ☐

12. How can you tell if the helmet you are buying is safe?
✓ A safe helmet will have a sticker that states it meets one of the following: **ANSI, ASTM, SNELL, or CPSC Certification**

13. Is it safe to use your football helmet or hockey helmet when you ride your bike?
✓ **NO.** Each type of helmet is designed to protect the head under certain conditions. Bike helmets are very protective at fairly high speeds, as well as being light and well ventilated for comfort.

14. How should a helmet fit?
✓ A helmet should be **worn squarely on top of the head,** covering the top of the forehead. The helmet fits well if it **does not move around on the head** or slide over the eyes when pushed or pulled. The **chin strap should be adjusted to fit snugly.**

15. How long will a child's helmet fit?
✓ **A child's helmet should fit for at least several years.** Most models have removable pads that can be replaced with thinner ones as the child's head grows.

16. How should you clean your helmet?
✓ Clean the bicycle helmet **with gentle soap**. Solvents or cleaners can damage the helmet, even though the damage might not be visible.

17. Helmets are not needed on short rides in the neighborhood if you will not be riding on the street.
T ☐ F ☑
✓ Helmets need to be worn on every ride. The majority of bike crashes happen near home.

18. If your helmet fits properly you do not need to buckle the chin strap.
T ☐ F ☑
✓ The chin strap assures that the helmet will not be knocked off in a crash.

HELMETS cont'd

19. There are three types of bicycle helmets. What are they?

✓ **HARD SHELL** - protects against sharp objects, heavy - some more than a pound in weight, shell resists penetration

✓ **THIN SHELL** - lighter in weight, shell resists penetration

✓ **SOFT SHELL** - Light weight (1/2 pound), among the best in absorbing impact, may not be as durable over time

20. Helmets can be purchased in many colors. What are the best colors to choose?

✓ **Bright colors** make you more visible and more easily seen by other drivers.

21. How much slack should there be between the chin strap and the chin?

✓ There should be approximately **one-finger's width between the child strap and the chin.**

22. Helmets can be personalized by using stickers or painting them.

T ☐ F ☑

✓ Paints, stickers and solvents not provided with the helmet may damage your bicycle helmet. Some helmets include stickers that are safe to use.

23. People who become very skillful in riding a bike should always wear a helmet.

T ☑ F ☐

24. Helmets reduce the need for bicyclists to ride safely and follow the rules of the road.

T ☐ F ☑

✓ **Reducing the occurrence of a crash is a primary concern. Wearing a helmet reduces the potential head injuries** to the rider when a crash does occur.

Acknowledgement of Resources

AAA, Traffic Safety Department
"Bicycle Skill Tests For Group & Rodeo Events"

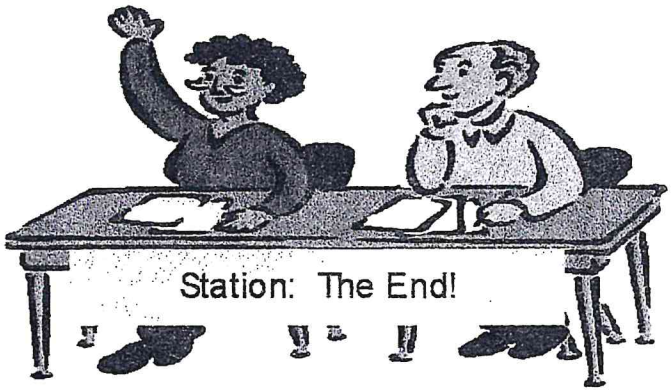
BIKE CENTENNIAL
"A Guide to Bicycle Rodeos"

Stefan P. Goslawski, M.E.d., B.B.I. & USCF Mechanic
Executive Director, Community Bike Works

Pennsylvania Department of Transportation (PENNDOT)

PENNDOT, Engineering District 5-0

U.S. Department of Transportation,
National Highway Traffic Safety Administration (NHTSA)


Station: The End!